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ABSTRACT

This document contains papers and speeches given at a conference of the Association of College Unions-International (ACUI) on topics of concern to administrators and program directors in student unions at college campuses. The papers are presented in seven chapters each on a different general subject. The first chapter, "Keynotes," includes two speeches, one on the changes in student body demographics and the other on creating community. The second chapter, "College of Arts and Sciences," contains papers on the performing arts at the college union, peace studies and efforts, recreation programs, and Greek societies and race relations. The third chapter, "College of Business," includes two papers that treat corporate sponsorship and auxiliaries respectively. Chapter 4, "College of Education," includes papers on leadership, women and college unions, graduate students, and organization. Chapter 5, "College of Engineering," contains papers on starting a recycling program and planning and development for construction projects. Chapter 6, "General Studies," presents discussions of student alumni leaders, small college professionals, assessment models and human relations. The final chapter, "Business of the Association" includes a discussion of the role of the college union, a list of officers of the ACUI and minutes of the business meeting. (JB)

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Association of College Unions—International

Seventy-first Annual Conference–March 24-27, 1991

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UNIVERSITY OF THE COLLEGE UNION

Proceedings

Association of College Unions–International

Seventy-first Annual Conference–March 24-27, 1991

Edited by Ann H. Vest

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Chapter 1: Keynotes

Orientation program: Challenge of a changing student population

Nelvia Brady, City Colleges of Chicago

Thank you for inviting me to join you as you begin your conference and to provide, what I understand, is the orientation for the 71st annual conference of the Association of Colleges Unions-International. I am glad to be able to be with you to share my thoughts today on the future of higher education, and how we must respond to the increasing diversity of the students we serve.

Your invitation has allowed me to synthesize many of the issues about which I've been thinking lately. My first impulse was to talk about what great fun I had at the union at the University of Illinois in Champaign-Urbana. I think I took my first six credit hours in bridge in our union and then my next six in bowling. But, I've learned in preparation for this engagement that there is a lot more to union activities and student activities than bridge and bowling.

The group today represents large and small institutions, public and private, rural and urban. All of us face the challenges of the 21st century. We are charged with helping an increasingly diverse group of students attain the increasingly complex education needed to operate proficiently in the multicultural, technologically-based society that we are becoming. As the chancellor of a large urban institution in the nation's third largest city I have had the privilege, although at some times it appears to me to be quite a dubious one, of addressing these new realities. Our student population is a microcosm of the population that will be the workforce of the next century. Of the majority of the working class or urban poor, half are minority. Many are immigrants from Africa, Russia, and South America—literally from around the world. The majority are female, and the majority are far older than the typical college-aged population. I believe City Colleges' average right now is somewhere around 31. Our charge and our challenge is to provide them with the educational and social experience they need to succeed in their lives, as workers and as citizens of this great nation.

It is from my experience with these students that I speak to you today concerning the changes that we are making and that we must make if we are to be relevant to the new population and to the new emerging society. If we are to succeed, we must look at our changing student base to ascertain what they desire and what they need from higher education. Further, we must examine how well our institutions are doing and how well they are prepared to meet these needs. And, finally, I believe we must engage in a restructuring of both academic and social programs to encompass and reflect these new realities.

To look at the new student base we must turn to the prognostication of the business community; which, strangely enough, has led rather than followed the academic community into the discussion around cultural diversity. According to William Johnston and scores of others, we are in for a great change—a change many of us are already experiencing. He asserts, by the year 2000, 85 percent of all entrants to the Air Force will be minorities, women, or immigrants. These figures reflect the decline in the number of white males in the population; changing birthrates; immigration rates; as well as, the changing economy, which has resulted in a vast majority of women needing to work for a living. While not totally congruent with college populations, which are likely to have a greater percentage of white males attending; these demographic trends also will determine the student bodies of many of our institutions. In addition, as is already happening across the country, we will experience the re-entrance to the workforce of displaced workers or ex-homemakers in our institutions as the economy forces people to find new skills for economic survival.

The differences between the students of old and the students of tomorrow are vast. Unlike the students of the past, the students of today and tomorrow will not share a common culture. They will not share a common background or common assumption about behavior, about what is expected from them or what they can expect from their peers and their institutions. Unlike the students of the past, today's and tomorrow's students have more responsibilities and indeed more needs. Less affluent than their predecessors, they will have more need for student aid and for work programs. They will combine work and education as equal priorities. Older than their predecessors they are likely to have other responsibilities, such as a family to support.

Our institutions are more likely to look like the United Nations. Like the U.N., this changed scene offers the possibility of unprecedented unity or continuous conflict. It offers the possibility for the forging of a common agenda, for individual skills, or for the frustration of hopes and aspirations. I don't think we can fully control the outcomes, but the shape of the future of our institutions and the success of our students depends upon how well we prepare for that change. The time for that preparation is right now; it's not next week, it's not next month, it is right now. Our challenge will be to provide students the skills they need. If we are good, and I mean very good, we will create a unity among diverse students that will breed harmony on our campuses.

There are many aspects of these tasks, and some fall directly into your areas of responsibility. Others may go beyond your direct control; but, I believe, do deserve some comment. I believe that higher education institutions in our nation, whether community colleges, state colleges, or private research universities, must change dramatically to meet the challenges we face.

We all know that change is a process, it's not an event. We all know that change is oftentimes painful, and we all know that change is usually resisted. But, the first part of change, I contend, depends on vision.

What is the role of higher education for today and for tomorrow? I think it goes substantially beyond the role that it has had in the past. Our first task, of course, is to educate our student base. This, in itself, will have a new meaning. Unlike the students of the past, the students of today and tomorrow have different educational needs and different education timelines. With economic necessity playing an even greater role in educational decisions, more of our students will be taking courses to prepare themselves for work rather than pursuing a college degree for general education preparedness.

Many students are taking, as you know, more time to complete their college degree. Today it is not unusual for students to take four years to complete a two-year degree, six years to complete a four-year degree, and so on. This has had radical implications on how we design programs for student expectations and how we evaluate the success of students and institutions alike.

Beyond that however, the educational side has other challenges to assure student success. Most of our institutions have been built to serve the traditional college students—the white student, the well prepared student, and the fairly affluent student. Our current and future students are different in every way. They are less affluent, they are more diverse, and they are less prepared for college work. To meet the new students' needs we do not have to lower standards. But, I do believe we need to change procedures and policies to reflect these new student needs. The first question will be who we admit and on what basis. It is my belief that we have to broaden our criteria.

Under our current system, too many who need and can benefit from education, are lost to our systems in our institutions. If we are to be effective we need to look not just at SAT scores or grade point averages, but at the whole person. We should become more involved with them and assess whether they have the skills and the motivation to succeed. If the students are committed to success then, I believe, so must each of one of us. We must provide both the ancillary educational services and the social services that aid a student's progress. This may mean offering remedial classes when necessary; it may mean supplying advisement and counseling services. However, it also means creating an environment in which every student feels comfortable, valued, and safe. That is where your skills as union and student activities leaders may be most important.

On campuses today, from commuter campuses to some of our more elite universities of the nation, we are seeing a disquieting phenomenon—racial, cultural, and class conflict. We don't like to talk about it, but we all know it exists. Whether it is student versus student, or group versus group; there have been enough incidents nationally to tell us that there are problems that must be addressed. What we have is a clash of cultures. These are students from a variety of settings in close proximity to others with very little understanding or tolerance of who the other one is. Blacks feel isolated and underserved, whites feel threatened, working class people feel slighted, hispanic feels misunderstood, and women feel diminished. The colleges of our country, more than any other institutions, are becoming testing grounds for the culturally diverse society we are becoming. I don't think it's going that well.

What can you do as student union and student activity leaders? I believe that there is a great deal. Unlike the classroom in which students compete, you can create a space for understanding and for cooperation. Spaces for gathering places for meeting, recreation, and real life exchange and interactions. Perhaps more than any other aspect of the university, you have the flexibility to create positive integrated experiences for all students. You can influence student leadership. You have the opportunity to create space and support for nontraditional students and to create space for positive interactions between the old and the new. You have the ability to create opportunities, not only for activities concerned with cultural understanding, from discussion groups to cultural events; but to create activities that have diverse groups working within one another. This is not only important, but essential.

Let me tell you how that relates to my own life. I grew up in an isolated, westside section of Chicago in public housing. I was the second eldest in a family of seven children, economically poor, spiritually and emotionally rich, and black. This was the world that I knew and the cultural choices of which I was aware. Within that world I excelled. I was a top notch student. I had top scores on the SAT, the ACT, was a National Merit and Illinois State scholar, student council leader—everything that you would think a college university admissions office would want to see.

In my small world I was on top. Then I went to the University of Illinois. I saw cornfields for the first time in my life. I came into the admissions office and the admissions counselor had a lot of papers stacked on the desk. He was looking at them and studying them. He said, "Nelvia, if you work hard and stay out of Cams (the local beer bar) you might make Cs." Well, I had never made a C. Instead I decided to fight back, and as a consequence worked very hard and made slightly better than Cs—not the As I had expected. I also found students in my dormitory who wouldn't speak to me because I was different. I found teachers and faculty whose first expectations were based on the color of my skin and not on the workings of my brain. I felt isolated, a stranger in a strange land, and I wanted to go home. There was no black student union nor African American studies. There were very few activities for students that looked like me. There was no celebration of African-American History Month. There was no way to validate the person that I was either for myself or for my classmates. Yet, validation was exactly what I needed. Only the persistent effort of my family and high school counselors convinced me not to turn and run home—to beat the odds and expectations, and excel.

Throughout my four years at the University of Illinois, I never felt a part of the fabric of that institution. I never joined one organization, attended one social event, or one athletic event. And, guess what? I've never written one check to the University of Illinois. I haven't forgotten that period of my life, and I think it guides my work as an educator today.

At the City Colleges of Chicago we have begun to address the problem that I, as a student, and other students face. My motto is "putting students first." That sounds quite simplistic, perhaps it is. We are doing simple things that haven't been done before. We had several years of declining enrollment and some years of double digit declining enrollment, because we were waiting for the students to come to us. My attitude was if Mohammed won't come to the mountain than take the mountain to Mohammed.

We reached out and stemmed that declining enrollment. For five semesters we have had increases in our enrollment in the City Colleges of Chicago. We have reached out to the business community with our "Productive Chicago" effort. We have brought businesses together to help create programs that will provide opportunities for our students. We have put in place admissions and counseling services that will meet our students' needs.

One of the first things I did as Chancellor was to enroll in a class at the City Colleges of Chicago. This was before people recognized either my face or my name. I must say it was one of the most horrendous processes that I have ever gone through. I was herded like a cow, put in a room, and then I tried to buy my books. My class met on Friday night and Saturday morning. As a working person the only time I could buy my books would be Saturday morning. I got up very early one Saturday morning, went to the book store, and attempted to buy my books. I was picking them up also for a couple other members of the class. The books cost more than the class, by the way. I decided to buy the books and got to the check-out counter, and decided I needed to write a check. I was told, "We don't take checks." I then said, "How about a credit card?" They said, "Fine, if you have Visa or MasterCard." Well, I didn't; I only had American Express. So, can you imagine the chancellor of the City Colleges of Chicago not being able to purchase the books?

But, it didn't end there, ladies and gentlemen. I had a very difficult time attending class on Friday night and Saturday morning; but I decided to give it a shot. About the third session the instructor came in, he still had no idea that I pay his salary, and he said, "I'm going to have to leave this morning at 10 because I have to get to the bank before it closes." [He's not at the college anymore.]

I have taken great pains to really appreciate what it is like to be a student in the City Colleges of Chicago and it hasn't always been pleasant. We are also looking toward revising and evaluating how we view institutional effectiveness. We must go beyond the number of degrees or certificates and more quantitative outcome measures and look at more qualitative outcome measures to judge our institutions effectiveness. We have reformatted programs and procedures to reflect the needs of the students not the institution.

Our downtown campus should attract businessmen and women to a variety of programs geared for that population. Registration closed at noon and at 5 p.m. People could not use their lunch hours or time after work to come to our campus to register. We're changing those things.

We have streamlined our financial aid procedures so that poor students can get their book vouchers within a couple of days. The students were waiting three or four weeks before they got their book vouchers and as a consequence were severely behind in their classes.

Equally important, we are trying to create an atmosphere of validation. From the running of intramural sports, to the holding of a women's history celebration, to beginning a city-wide jazz ensemble; we are working to aid our students in valuing themselves and understanding each other. I don't see this as a secondary task. To me these activities are as important as the knowledge gained in our English, computer, history, and chemistry classes. What this is all about is learning how to live in the world with oneself and with others—learning how to live in a diverse and changing society. This I believe is fundamental. With the ability to read we know that one can master knowledge. But only with the ability to live with ourselves and others can we master life.

These are tall orders. You, as union staff, student activities staff, and administrators, have no choice if we are to meet the demands of the students and the challenges of our society. I don't think that there's any challenge more compelling, or any opportunity more exciting and I encourage you to work with me in moving this all forward.

I'm convinced that the challenge our generation now confronts is to celebrate our great diversity and, in the process, affirm our spirit of community, as well.

Commencement address: In search of community

Ernest L. Boyer, Carnegie Foundation for the Advancement of Teaching

I am enormously pleased to meet with you at this 1991 conference of the Association of College Unions-International. Those of you assembled in this room are literally at the very heart of campus life. You build an essential bridge between the academic and the civic dimensions of the undergraduate experience. I salute you for your superb contribution to higher learning and most especially for your service to the students. I must say, in reviewing the literature I received, I was greatly taken by the Think Tank discussion that this Association sponsored and by the thoughtful critique and comments President Shindell presented in response to the current movement. To reaffirm the spirit of community on campus is, indeed, the theme of my remarks this morning.

Two years ago, I received a call from Robert Atwell, president of the American Council on Education (ACE). Bob said the Executive Committee of ACE had just completed an all day session and for the first time in its history, the committee had spent the entire session talking about the breakdown of community in higher education. He asked if the Carnegie Foundation would do a study of campus life and suggest recommendations for improvement. At first I was enormously reluctant to get involved. After all, today's campuses are not only divided socially; they're academically and administratively fragmented, too. It seemed a bit naive to talk about putting the pieces back together. Further, I was absolutely confident that we at the Foundation had no magic formula to propose. But, after some soul searching, I concluded we should proceed with the proposed study. I argued to myself that if the spirit of community cannot be sustained on the college campus, if colleges and universities cannot live with some degree of self discipline and work colleagiately together, then how in the world do we hope to have civility and community in society, where purposes and goals are far less cohesive?

And so, last year, the Carnegie Foundation launched a year-long study of campus life. We focused on what might be called "pathologies" on campus, examining issues that ranged from alcohol and drug abuse to security and safety, lack of civility, and breakdown of communication.

What we found will be of no surprise to those of you assembled in this room. We found higher education, like the rest of society, has its problems, and that it's foolish to expect college campuses to be isolated, self-protected islands. We also found tensions and divisions that are eroding the quality of campus life. Today, I should like to focus on six principles I believe are absolutely critical for the spirit of community, even as we celebrate diversity, in higher education. To put it simply, I should like to summarize and expand a bit on the issues we confronted in our report called *Campus Life: In Search of Community.*

A purposeful community

The Carnegie report begins by focusing on the mission of the institution. We say a college or university must, above all, be a place of teaching and learning. We conclude that to strengthen community on the campus, we must focus first on the quality of academic life and look at the way faculty and students relate to one another. When we began our study, some of my colleagues argued we should focus only on extra-curricular activities and ignore the academic. But it soon became clear the academic and the non-academic cannot and must not be divided. If students when they come to campus do not become intellectually engaged; if they do not take seriously the educational mission of the institution; if faculty do not become mentors to their students, then all the talk about building community on campus will be simply a diversion. We will have focused our efforts on the edges, while going soft at the core.

The sad truth is that on too many campuses today, the academic and the non-academic parts of life are disturbingly disconnected. On the one hand, we have classrooms where faculty and students meet together several hours a week; meanwhile outside the classroom, counselors, resident advisors, clinicians, and directors of the unions are responsible for the rest of collegiate life. Thus, students quite literally live in two separate worlds. There is, in effect, the faculty culture and the student culture and they rarely ever meet because they march to different drummers.

Several years ago I couldn't sleep and instead of counting sheep, I counted teachers I'd had. I must confess there were a few nightmares in the bunch. But I also recalled three or four outstanding teachers who not only knew their subjects, but knew their students, as well. They consequentially changed my life. These teachers were not only at the collegiate level. In fact, the most influential teacher in my life was Miss Rice, my first grade teacher. The first day of school she said, "Good morning, class. Today we learn to read." Not one student said, "No, not today; let's string beads instead." Miss Rice said we would learn to read, and so we spent all day on four words: "I go to school." We traced them, we sang them, and, God forgive her, we even prayed them.

I ran home that night 10 feet tall and announced to my mother, "Today I learned to read." I hadn't learned to decode; I had learned to memorize. Miss Rice taught me something much more fundamental: language is the centerpiece of learning. Fifty years later, when I wrote a book on college, I had a chapter right up front called "The Centrality of Language."

Teachers—especially the good ones—have the most profoundly important influences on children's lives. They are more important than all others, perhaps, except parents. It's therefore in the classroom that the spirit of community must begin. If we assume community is outside the classroom and that faculty and students are not to become intellectually engaged, we have denied the very simple mission of the institution. Yet, the harsh truth is that on far too many campuses, teaching simply is not highly prized. Faculty counseling and advising are not adequately rewarded. When it comes to getting tenure, it's better for a professor to deliver a paper to colleagues at a convention in Chicago than it is to meet with undergraduates back home.

We wonder why we don't have community on campus. The answer is very, very simple. We neglect the fact that the student is the center of the academic quest. In the Carnegie report, we conclude that it's not in the residence halls or in the student union, but in the classroom where the spirit of community must begin. It's here students will feel accepted or rejected.

When we were beginning our study, I had a huge bias about the role of community in community colleges. It was my bias that because community colleges are working primarily with older and part time students, you just wouldn't find the spirit of community on their campuses. Well, let me tell you something: when our field visitors came back, the ones who seemed most enthusiastic about community were those who went to the community colleges. I started to poke and probe to discover what was going on. I found 14 percent of you are from community colleges. I found that older people going back to campus, many of them women and single parents, found the campus an oasis. They found a sense of support, not only socially, but in the classroom. They found teachers who really cared about who they were, and who knew their names. There was the point at which community was established.

I concluded it's not the length of time a student spends on campus, it's the quality of the encounter. The community colleges frequently are there precisely because they know that the classroom is the primary point of contact with the older people. Building community, then, rests not just with the resident advisors, deans of students, and directors of student unions; it begins first with the faculty, since teaching and learning is what a college and university is all about.

An open community

This brings me, then, to principle number two. In the Carnegie report, we conclude that a college or university is not just a purposeful community, it's also an open and honest community—a place where free speech is uncompromisingly protected and where civility and honesty are powerfully affirmed. To put it as simply as I can, good community begins with good communication. The two are essentially interchangeable in both their word roots and the spirit they convey.

Improving the quality of campus life means improving the quality of our communication. It means learning to speak and listen more carefully, even more reverentially to each other. The sad truth is that today's students live in a world where language is shockingly abused. They live in a world where slogans have become substitutes for reasoning. They live in a world where persistent propaganda uses words to hurt rather than to heal, and often to mask rather than to add clarity to the message. What's especially disturbing is that this breakdown of civility is beginning to spread on the college campus, where we scurry about so fast and where we're so caught up in the thick of things. We often fail to speak and listen carefully to each other. Because of the anonymity that is created, it is indeed possible for us to throw abusive epithets at other human beings and not feel hurt ourselves. That's the result of distance and ignorance among those who have not established a connectedness through the majesty of language.

I must tell you that one of the most disturbing findings of our study was the breakdown of civility. When we surveyed college presidents, more than 60 percent said sexual harassment is a problem. About 50 percent listed racial harassment as a problem. We found shocking examples of racial and ethnic slurs. When we asked presidents what would improve the quality of campus life, over 80 percent said "better communication" among administrators, faculty, and students.

The presidents had it absolutely right: we simply must find better ways to communicate with each other. As I look at the current universities, with their bureaucratic structures, we've created, it seems to me, channels of communication. We send departmental memos vertically up and down the administrative ladder. We know how to carry on the message of the system. What we don't have are what I call the "horizontal channels" of communication. We don't have forums that permit us to cut across departmental lines, to express our true feelings on consequential issues—to listen carefully to each other. So, while the machinery of the system is managed by the bureaucratic flow that goes vertically up and down, what we somehow have failed to do is find ways to come out of our bureaucratic boxes and encounter each other as human beings, engaging ourselves in the transcendent issues that determine the quality of the institution.

I remember the 1960s with huge ambivalence. It was a time when my hair turned from black to white. It was a time when universities were at the barricades. It was a time when we seriously discovered whether higher learning in this country would survive. But, I must tell you I also have another remembrance of the 1960s. I remember those occasions when we had the teach-ins—when the administrators were so frustrated and couldn't think of anything else to do; they finally said, "Let's talk." Out of the confusion, ambivalence, fear, hatred, and hope that marked the 1960s, people would come out of their departments. Students, biologists, and college presidents would meet in forums, such as this, and we would speak and listen to each other. Occasionally there was shouting. Sometimes there was too much hatred. But, there were those moments when the teach-ins became a moment of powerful and profound understanding, because we spoke not only from our heads, but from our hearts.

Communication in higher education today is devoid of the energy and the ethic that allows us to speak our feelings. Somehow we posture in a formal stance in the message that we create. But we do not speak authentically or from the deepness of our convictions. Except in our very private conversations on the university campus, we stylize our communication—cover ourselves with the masks that we keep in a jar by the door. That failure to be authentic means we have somehow, in my judgement, destroyed the very vitality of community itself.

In the Carnegie report, we conclude that one of the most urgent challenges universities confront is to increase stability and raise the quality of discourse on the campus. As a footnote on this point, we studied every regulation that's been written in an attempt to restrict inappropriate language on the campus. I finally concluded that it is not possible to establish stability through prior restraint of speech or censorship; that cannot be accomplished. After great agony and debate, I concluded that, even though there is language that I find unspeakably offensive, you cannot in advance establish the territory by which verbal discourse can be carried on. That means occasionally you're going to find outrageous statements made, written epithets that you find enormously repulsive. The only response I know is not through censorship or language constraint, but rather through the moral authority of the institution. The president, and the faculty, and the student body must all respond immediately to deplorable acts, saying: "Enough is enough. This is not a place where that kind of discourse will be carried on." People will not be removed; they will only be told that this behavior is unacceptable and that we can only carry on and hope to survive as a human community to the extent that we speak honorably and respectfully to each other.

This, then, is my conclusion. In an open community, freedom of expression must be uncompromisingly defended, but offensive language must be vigorously denounced. Above all, building community means viewing language as a sacred trust and understanding that honesty is the obligation we assume when we're empowered with the use of words. May I say also that language means not just speaking carefully, but listening empathetically, as well. One of the lost arts of our time is listening. Very often during conversation, what we do is not listen; we rearrange our prejudices and wait for the moment when we will have a time to intervene. That's not listening; that's just pausing. We begin our life of communication by listening and not speaking; and after birth, we seem to turn it the other way around. I would propose that to reaffirm community on campus we must remember what we did *in utero*.

A just community

The third principle in the Carnegie report is that a college or university is not just an educationally purposeful community; and it's not just an honest community; it's a *just* community—a place where the dignity of every individual is affirmed, and where equality of opportunity is vigorously pursued. Frankly, I know of no issue that's more urgent than affirming human justice, not only on the campus, but in the nation, too. In America today, there's a deeply disturbing gap between the privileged and the disadvantaged. I consider it a national disgrace that in this, the richest country in the world, one out of every four children is officially classified as poor. This morning's St. Louis Post reported one out of eight is hungry at some time during every single month. This is the country that can spend 100 billion dollars to bail out the S&Ls and go to war in the Persian Gulf and never ask how much money it will take.

The real battle for America is not 1,000 miles away, it's in the inner cities of this country, where children are being hugely neglected. That's going to determine the future of the U.S. in the decades ahead. I also consider it a national disgrace that so many black and Hispanic children in this country drop out of school each year. I read this morning, in the same Post Dispatch, that in this very city where we meet, one out of every two young people leave school before they get a high school diploma, economically and civically unprepared. Somehow this nation goes on and pretends it's morning in America.

Especially disturbing is the fact that when minorities do come to the campus, they still feel isolated and alone. While we have pushed for equal access, we still have not found a way to build a sense of community and integration once diversity is established on the campus. During our study, many campuses told us that black, Hispanic, and white students are living in separate enclaves on the campus. They're not even talking to each other and the distance was growing.

Our survey revealed that at large universities, 68 percent of the presidents say race relations are a problem, that tribalism is increasing. We also found a growing intolerance of women, i.e., racist and sexist comments showing up as graffiti in toilets, on bulletin boards, and even printed as sick humor on fraternity t-shirts.

One is really baffled by the capacity of one human being to try to destroy the sacredness and the dignity of another life. What goes on, what kinds of distorted seeds of hatred and bizarre misunderstandings of our connectedness allow people to behave in such a way? How can the universities intervene to help us have an empathic understanding of our differences and celebrate our commonness, as well? America today is a deeply divided nation. And if in the decade of the 90s we do not find creative ways to challenge prejudice, if we can't begin to heal the tragic racial and ethnic divisions of our culture, I'm convinced the very future of the nation is imperiled.

To close the gap on campus, we suggest not just more vigorous minority recruitment, which is required, but summer seminars for student leaders who could come together, not in large groups, but one on one to discover who they really are. I also think that we should develop a curriculum that would help students not only see the multiculturalism in our society, but also discover the points of connectedness as well. This cannot be an either/or debate. It's not whether we're alone and isolated, or whether we're all together; the truth is we live in both worlds. We are interdependent and dependent. We live alone and we're also all connected. We need to affirm both sides of our existence, and celebrate both our diversity and our commonness, as well.

But do we, in fact, have anything in common? I discovered there are eight commonalities that join us all together—eight universal experiences shared by all humans on the planet Earth. While we superficially are quite separate from each other, we are brought together around the human commonalities that include, first of all, the life cycle of birth, growth, and death. When someone says we have nothing in common, I have to say, "We're all born, we all live, we all die." That's the core of the commonalities we should reflect upon. What gives us birth, what saves life, and how do we face with dignity the reality of death? Second, we all use symbols to communicate with each other. That's found in every culture on the planet earth. Third, we're all interconnected to the ecology of this planet. We'd better start understanding our interdependence with the planet Earth, in which we are embedded as "working parts," as Lewis Thomas put it. Fourth, we're all members of groups or institutions. Every culture on the planet has organized itself into various subunits with leaders who attempt to control the system. We cannot extricate ourselves from groups and institutions. Fifth, we have all capacity to remember the past and anticipate the future. The capacity of human beings to place themselves in time and space is a miraculous, mystical capacity, that is shared across all cultures. Next, every culture on the planet is engaged in producing and consuming. Sixth, we all respond to the aesthetic; we respond to music, dance, and the arts. The earliest cultures on the planet I remember primarily through their aesthetic expression—the cave drawings on the wall, the wonderful pots that were created. These reflect a universal human urge to seek out beauty and to express ourselves aesthetically. Finally, every human being on the planet is engaged in a search for deeper meaning.

What I am suggesting is that in the 21st century, while we celebrate the diversity around the globe and on our campuses, we're increasingly going to have to come back to the human commonalities and reaffirm the roots of our humanness and the interdependent nature of our existence. If we hope to survive with civility in an increasingly interdependent world, colleges campuses, both in their academic and in their civic activities, have to affirm differences and commonalities alike.

A disciplined community

This leads me to principle number four. In the Carnegie report, we conclude that a college or university is not just a purposeful, open, and just community; it's also a disciplined community. It's a place where codes of conduct, both academic and social, have been well defined and where individuals accept their obligation to the group. This is, perhaps, the trickiest of all. How can we strike a balance between personal freedom and group constraint? Yet, it's an issue that no college or university can ignore.

For several hundred years, we lived with the assumption that it was the responsibility of the colleges to control the students in parental fashion. Of course, that goes back to the colonial college, when, in fact, prepuberty boys came to college and were treated as little children—as, indeed, they were. That mentality, that a college was a parent, was the government's design, and it continued with some minor modifications for several hundred years. We just knew we were in charge. If you didn't like it, guess what, you could leave. The mentality was, "We're in charge." In the 1960s, all of that went winging out the door, and almost overnight, campuses abolished the rules and regulations and rejected the assumption that they were parents.

In the early 1970s, in the entire State University of New York system, when I was Chancellor, we had 93,000 dormitory beds. I recall the heated debates we had over whether freshman should be allowed to live off campus; whether visiting hours should be abolished; and whether residence halls should go co-ed. I was caught between my modern day liberalism and my Puritan ethic. But in the end, the answer was affirmative to all three. Looking back, I must tell you I'm convinced creating a more open campus was absolutely right. After all, students are adults, not children; and most of them know how to balance freedom and responsibility in their daily lives.

Today, colleges know they're no longer parents, but they're almost totally lost about just where their authority begins and ends. There's a feeling on campus that something is not right. During our study, we found many college presidents view alcohol and drug abuse as a problem and that date rape is increasing. Loud noise in the residence halls was rated a serious problem at liberal arts colleges. The presidents of research universities said crime, theft, and vandalism were growing problems, as well.

What in the world does a college do about all of this? The problem is that while colleges say they're no longer parents, the media, the public, and the parents still hold the institutions accountable for misconduct. We're caught in the cross-fire of external expectations of control. There are no internal assumptions as to the nature of authority of institutions and how it should be exercised. All of us, I think, watched with anguish when Len Bias overdosed. I remember Ted Koppel pressing John Slaughter, the Chancellor, asking "What are you going to do about it?" John Slaughter said, "We're going to improve." With all due respect, I suspect he did not have the foggiest idea precisely how you can keep a 21-year old who's just signed a million dollar contract from overdosing in his own apartment at midnight. As you all know, not many months ago, Congress passed a law requiring every campus to report the number of crimes on campus the preceding year. So we're in an enormously difficult situation.

Law and order are getting more intense, and yet internally we have needed philosophical assumptions to know how to handle the social and civic dimensions of our lives. Now no one imagines returning to the days when lights were out at 11 p.m. sharp; when girls dorms were locked up tighter than a drum; and when deans of students were parents on the prowl. Still, we say in the Carnegie report that no community can thrive in a climate where conduct is chaotic. We conclude that educators should be as concerned not just about academic standards, but with ethical and moral standards too. I'm convinced the time has come to create what I call a new kind of post-*in loco parentis* theory of campus governance, one in which the academic and the civic dimensions are clearly interlocked. Indeed, it's my own bias that we have over-regulated students academically and perhaps under-regulated them socially and civically. We have no uncertainty about being absolute when it comes to the academic side, but we seem totally unclear on the social and civic side. My dream would be that in a new post-*in loco parentis* framework, we would develop criteria for student accountability that would guide the educational as well as the social side of campus life.

A caring community

This brings me to principle number five. In the Carnegie report, a college or university is a caring community—a place where the well-being of every member is supported and where service to others is encouraged. I acknowledge that the term "caring" seems soft and almost sentimental. Yet, as human beings, we have an absolute need for social bonding from the first to the last moment of our lives. Indeed, it's my view that beyond the need for food, the second basic human need is bonding—the need to feel connected.

Children immediately after birth turn instinctively to follow the voice of their mother. If those early months, weeks, and even moments of bonding are denied, children are both physically and emotionally disadvantaged. That need for bonding never ends. Having been with my mother in the last years of her life, in her early 90s, it was very clear that the interrelationship with others has to be established and authentically maintained. A college, in my judgment, must not only be a disciplined community and an intellectually vibrant community, it must also be a caring community.

We do present ourselves as a caring community when we're not recruiting students. In fact when we studied the undergraduate experience, I was fascinated by the view books. I was especially intrigued to see the number of times the words "community" and "family" were used. Colleges really do speak of themselves as families. Further, from the pictures presented in the view books, one would assume about 60 percent of all college classes are held outside underneath a tree by gently flowing streams. One sees an intimate relationship between students and faculty. Am I being too cynical or dishonest to say the reality does not live up to the public relations material? If we would spend half the time attending to the undergraduates that we do in the promotion process, we would have a community of caring. When we surveyed 5,000 undergraduates several years ago, about 50 percent said they felt like a number in a book. About 40 percent said they didn't feel a sense of community on campus, and 60 percent said they had no professors interested in their personal experience.

The problem is that this loss of caring begins long before students come to college. In fact, I'm beginning to suspect that the family is a much more imperiled institution than the colleges or schools. When we visited the American high school, I became convinced we have not just a school problem, but a youth problem in this country. Teenagers are socially adrift. They feel unneeded, unwanted, and unconnected to the larger world.

There is also a growing generational separation in America, where the young people are no longer connected to the old. Margaret Mead said on one occasion that a healthy culture is one in which three generations vitally interact. We're creating a horizontal arrangement in which infants are in nurseries, toddlers are in day-care centers, older children are in schools, adults are in the work place, and the elderly are off in the retirement villages, living and dying all alone. You literally can go from birth to death spending most of your time only with your peers. I happen to think that's hugely unhealthy. There's something worrisome about a nursery where the average age is two and no adults are actively interacting with the children. There's something unhealthy even about a college campus where the average age is 20, where there are no older people actively involved in the social life of students.

Without being too sentimental, I'm really trying to deal with what I think is the essential question of community—the question of caring. Somehow the caring has to cut across cultural, as well as generational lines. It's the glue that holds everything together. It's for that reason I feel so strongly that faculty have to be rewarded not just for publication, but for the time they spend with students.

More than that, we should give more attention to what we call the support staff. I think one of the crimes of higher education is the demeaning way in which secretaries and receptionists are handled at the institutions. But let me tell you something: it's these colleagues who usually give a good face to the institution and make administrators look a lot better than they really are. Often students and others make their judgements about whether it's a caring place on the basis of how they're treated on the telephone, or how a receptionist speaks to them in the outer office. Yet these are the people who are often so terribly neglected, discouragingly underpaid. I would suggest that when we try to build community, we bring these colleagues into the partnership and help them understand they're a part of the institution, too.

Finally, I think we can build community by reminding students that it's not just receiving, but also giving to others that makes a community of caring. I've long been committed to the idea of community service for students—finding ways for them to be constructively engaged and to reach out to others. Martin Luther King, Jr. wrote that everyone can be great because everyone can serve. I'm convinced the young people of this nation are ready to be inspired by a larger vision.

A celebrative community

One final observation in the Carnegie Report is that a college of quality is a celebrative community. It is a place where the heritage of the institution is remembered, and where rituals and traditions are widely shared. In the award winning Broadway play *Fiddler On the Roof*, the peasant who raised five daughters, with considerable help from scriptural quotations (many of which he himself invented), says the thing that makes life tolerable to the hardworking Jewish family are the old laws—the old traditions that are handed down from one generation to another. Without these, he declares, life would be as shaky as a "fiddler on the roof." So it is with college.

I believe a community of learning, in the end, must be held together by something more than a common grievance over parking or a football game Saturday afternoon. We urge in our report that all colleges celebrate their own traditions, that they know they have a memory. Incidentally, because students come and turn over so rapidly, they, too, need to be brought into that community of learning through traditions with every coming generation. That's why I believe so strongly that the orientation period should include not only instructions on how not to overdose, but something about why we're here, how the place started, what are the traditions, and what will make it work.

In the process, traditions of the many subcultures on the campus can also be celebrated. I think we can give more attention to other traditions—Hispanic, Asian American, black, and native American, among others. Lewis Thomas wrote, "If this century doesn't slip forever through our fingers it will be because learning will have directed us away from our splintered dumbness and helped us focus on our common goals." This, it seems to me, is what a celebrative community is all about.

Conclusion

Here, then, is my conclusion. To strengthen the quality of campus life, we don't need more rules and regulations; we need a larger, more inspired vision. What we need are colleges and universities that are purposeful, that are honest, that are disciplined, that are just, that are caring. We need institutions that celebrate tradition. In our hard world, is it still possible to imagine a community such as this?

John Gardner wrote that a nation is never finished; you can't build it and leave it standing as the pharaohs did the pyramids. It has to be recreated with each new generation.

Chapter 2: College of Arts and Sciences

Performing arts in the college union

William E. Brattain, Western Illinois University

From the early days of college unions, the performing arts have been a vital part of the union program. However, over the past several years the college unions have not kept pace in programming in the arts.

In the Executive Summary of the Task Force 2000 conducted by ACU-I the following quote seems apropos to this discussion.

> *The college union and student activities professional is not as committed to the arts as before. The college union has experienced a distinct, persistent, and pervasive erosion of arts programming, facilities, education, and advocacy over the past several decades.*
>
> *Unfortunately, union professionals believe they either are not technically capable or philosophically committed to presenting the arts. In addition, arts administrators have arrived on campus to manage new arts facilities. As arts programming became more sophisticated, the college union professional assigned this vital out-of-classroom experience to the 'experts.' However, students are not setting foot in these fine facilities during their collegiate years.*
>
> *This erosion has extended beyond the union's walls into the classroom. The curricular vocationalization of America's campuses has left a void within today's educational process. The lack of course electives and the desire for specialization allows thousands of artistically illiterate individuals to graduate from this country's finest institutions annually.*

Why a performing arts program is part of a college union program?

An appreciation of the performing and visual arts should be a goal of any student development program. If our college graduates don't support the arts, then the future of the arts is indeed in jeopardy.

As students become more diverse in their educational tastes, it gives us an opportunity to do a variety of performing arts events in a college union setting. The union can become an alternative performing arts space. Even with an auditorium or performing arts facility, we have student traffic and we have the students. The arts also contribute to milieu management. Milieu management is probably the most complex and least understood strategy of student development. The term milieu refers to the physical environment, the human community, the curriculum, and all other aspects of the student's world. The term management, however, is not synonymous with control. It means, rather, a collaborative effort to coordinate resources and design activities that will establish a developmental climate for growth.

As C. Shaw Smith would state, the right program creates a house of serendipity. Webster says serendipity is the faculty of making desirable but unsought discoveries by accident. Much of what we do is informal in purpose. We come to the union for a cup of coffee and find the music listenable and we want to hear more of it. That's serendipity. We come to read a newspaper and see a painting on the wall that excites our mind and heart and we are never quite the same again. That's serendipity. Many of us come from state supported institutions. In our own mission statement at Western it says as a cultural center for the region Western provides enriching cultural activities through programming in the performing and visual arts. A quality performing arts program can also help develop positive leisure-time habits. We need to spend leisure in constructive ways.

Performing arts programs provide us a wonderful opportunity to cooperate with academic departments such as those in music, art, and theater. The union can provide the venue for a dinner theater featuring students from our theater department, community theater group, or the infamous, great, and inexpensive Alpha Omega Players.

Over the past decades change in demographics on college campuses have called for corresponding changes and re-evaluations in campus programming. In attempting to meet these changing needs, especially those related to minority and nontraditional students, programming boards increasingly find themselves dealing with alternative programming including those artists and performers that have traditionally come under the headings of performing or lively arts. Terminology is unimportant but the frustrations can be very real. Here are 10 reality statements developed by Liz Silverstein from Siegel Artist Management regarding why we do not do performing arts:

1. Our commuter students work and attend class; they won't stay 10 minutes for a program after class time or return for an evening program.
2. The Performing Arts Subscription Series is chosen by committee, but our student representative has no real voice or voting power (the other members are faculty/community representatives) even though our student activities fees help fund the series.
3. Performing arts programming is done by a totally separate group that gets hostile at the first hint we'd like to present similar programs. They also apply for out-

side funding for their artists, so we had better keep away from the entire process.

4. We've presented classical ensembles, soloists, and jazz; but the music faculty refuses to attend, send their students, or take advantage of available master classes or clinics.
5. We'd really like to co-sponsor an event with another group on campus—but we can't get them to talk to us, much less attend a meeting.
6. We can't plan a performing arts series because we can't issue a contract until our budget is approved. Approval is scheduled for May, but it typically happens just before freshman orientation in September.
7. The performing arts series is attended only by the community; students won't come because it's dull, expensive, classical, expensive, boring, expensive.
   Our students won't come because they're conservative, broke, radical, middle-class, apathetic, commuter, or broke.
8. We have a beautiful theater on campus, but it's unavailable. Our only programming options are the cafeteria or the union lounge.
9. There is nothing on our campus that resembles a theater with a stage, and we're not permitted to walk on the new gym floor much less bring in a program.
10. You want me to apply for a grant? I can't even find a student to put up a poster. P.S. This year I'm also in charge of the intramural athletic program, student government, Greeks, travel/recreation, and I'll get back to you just as soon as I finish taking all the pictures for the campus ID cards.

Sound familiar? If you have heard these or expressed feelings like these, you are not alone. These 10 statements are distilled from 10 years of experience as a performer, agent, and manager—ten years that have included a considerable amount of time spent presenting educational sessions, listening to programmers, and attempting to create a sensitive performing arts business.

Try doing a series

Many of us may be doing sporadic programming in the performing arts and it may make some sense to do a series. The advantage of a series is the students have a ticket for the entire series. It may entice them to try a type of performing arts that may not be familiar to them. Through the years I have witnessed certain steps in attendance. Such atypical progression for a more esoteric program might read as follows:

1. I have the tickets so I'll go.
2. I'll leave at the intermission if I don't care for it.
3. It really wasn't that bad.
4. I really thought it was pretty good.
5. I like it.

I have seen these progressions work from a variety of season ticket holders from the freshman undergraduate student through graduate students to our community residents.

Program selection

If you are dealing with a large committee, this process may represent a similar situation to labor negotiations. What culture is to a faculty member who is a full professor of music may differ from what culture is to an inner city student or a student from the rural Midwest.

Several years ago Howard Danford, a leader in community recreation, listed four pitfalls of program selection. These were:

1. The traditional approach—we have always done it this way.
2. The current practice—copy what other colleges and universities are doing.
3. Express desire to give them what they want.
4. Best guess—close your eyes and pick a program.

There are obviously faults with each one of these. In the traditional approach we need tradition as the cement that holds the building together but this needs to be balanced with new and creative ideas. The problem with current practices is institutions and communities differ. We often try to move a program from one institution to another without modification. Each institution can almost be given a Myra Briggs and we need to adapt to the individual institution. The express desire fallacy is we will only check what we know. If I never attended a mime artist show, I obviously won't check this. And although some guessing is always necessary, we need to make our decision on needs assessment and more solid information.

It is important to balance your performing arts programs. As our student bodies are becoming more diverse, the tastes of these student bodies are more diverse. Several years ago if we had a rock and roll show and it was the only thing on campus, everybody went. This is no longer true.

We need to constantly do a balancing act between giving people what they want and stretching them a little in terms of growth and development. However, it is important to realize nobody's cultural awareness is expanded if the hall is empty. You have to get them there to make this happen.

Calendar becomes very important. Try to space the events evenly throughout the year. You may need to move to a second or third choice in a effort to keep the calendar balanced.

It is important to read what is going on in the field. *Variety, Pollstar, Billboard*, and other publications are critical to understanding the performing arts.

The arts have a healing and therapeutic value. How many times have we gone to an activity feeling tense and uptight and completely lost ourselves in a drama, a beautiful play, or a dance attraction? You can change people's attitudes.

A college union program will only be effective if the performing arts continue to grow and flourish.

Performing arts in the college union

Thomas E. Matthews, SUNY Geneseo

Session abstract

As major concerts have been priced out of the college market, the college union has again become a center for the performing arts. It has, through the years, remained an alternative performance space for cultural arts including contemporary, jazz, mime, theater, and other attractions. This panel of veteran administrators will discuss trends in the performing arts, particularly as they affect the college union.

A renaissance in the arts

In one of the current best selling books John Naisbitt and Patricia Aburdene describe *Megatrends 2000* and predict during the 1990s "the arts will gradually replace sports as society's primary leisure activity" (Naisbitt, 1990). They believe a true renaissance in the arts is already underway and there will be a fundamental and revolutionary shift in leisure time and spending priorities. The evidence is overwhelming if one looks at the explosion of attendance at arts events and the expansion and building of performing arts centers in communities and on college campuses during the past 20 years. For example, I recall being able to name virtually every American dance company on two hands in the late '60s when I began my career in the college union and student activities profession. The NEA Dance Touring Program helped create an interest in dance that led to the formation of dance companies throughout the country. There are currently hundreds of dance companies in the United States.

Naisbitt and Aburdene also suggest "as the arts become more important in society, individuals, cities, and towns will increasingly decide their fate under the influence of the images, personalities, and lifestyles of the arts" (Naisbitt, 1990). As educators we have a responsibility to encourage our students to prepare for their future in the real world by developing an appreciation of the arts and an openness to experiencing new and different and diverse forms of artistic expression.

Lack of commitment to the arts

Unfortunately, many college union and student activities professionals are not committed to or involved in the arts and do not promote the arts as an integral part of their programming, services, or facilities. The ACU-I *Task Force 2000: Final report* devotes an entire section to this issue and suggests "union professionals believe they either are not technically capable of or philosophically committed to presenting the arts" (ACU-I, 1990). Although the professionals employed in the new arts centers may have taken over this out-of-classroom experience, many students still do not participate or experience the arts and remain artistically illiterate when they leave the college campus.

Associations should be concerned with the arts

In its recommendations the Association of College Unions-International Task Force concluded the union has abdicated its role as arts presenter and educator to professional arts administrators—to the detriment of student involvement and conversancy. The Task Force commended a series of initiatives 1) to restore the arts as significant responsibility for union and student activities programmers; 2) to emphasize the restoration and/or development of arts-related facilities; and 3) to restore professional confidence and the fluency to advise student arts programming committees. The Task Force is commended for its insight and concern about these issues.

A similar problem exists within the National Association for Campus Activities even though this sister organization has attempted to highlight the arts at its national convention with an arts day. Unfortunately, even the showcases of artists on arts day have often been woefully inadequate in their representation of the performing arts. However, many observers agree over the years most of the outstanding performers who have received the standing ovations at NACA showcases have been the artists typically included on the schedule of many major performing arts series. But, the problem remains many of the professional staff attending NACA conventions are not significantly involved with arts programming and many do not make a concerted effort to involve their students in the performing arts or arts related activities.

There was a bright spot in the NACA history in the early '80s when the organization conducted a performing arts survey of its members and discovered a successful performing arts program has student support in both planning and attendance; has received a significant percentage of the activities budget; and offers a varied arts program, including traditional classical arts (Manning, 1986).

Another dimension of the problem surfaces in the professional organization devoted to presenting the performing arts—the Association of Performing Arts Presenters. Unfortunately, APAP during the last several years has devoted its energies and priorities almost exclusively to professional staff training for the people who run major performing arts centers or community programs. The college participants are now a minor force in the organization with an ad hoc caucus role. Only a handful of college student programmers attend the annual APAP conference, and therefore, only a few students have the experience of upfront and personal contacts with the primary management firms representing the performing arts world.

As a result of this current state of affairs in our professional organizations it is not surprising we do not have professional staff or student programmers committed to presenting the performing arts as part of their union programs or campus activities events. They know very little about the field and are unfamiliar with the myriad of opportunities available for presenting the arts in the student activities forum.

Integrating the arts with our programming

Providing entertainment for our students is one of our responsibilities and it does not have to be limited to comedians and jugglers and DJs or VJs. We can and we should provide meaningful and diverse entertainment for our students in the union, in the arts center, in our clubs, and in the residence halls. We need to work with the faculty, the performing arts center staff, and the residence life folks in a cooperative and collaborative effort to present quality arts programs and events for our students and our campus community. If Wynton Marsalis is scheduled to perform in the arts center, the program board could provide funds and/or facilities for a workshop or clinic or conversation with Wynton in the college union as part of the student activities program. The arts center staff is often desperately searching for ways to get students to attend their events; and even if the performing arts programs are separate from the union or the activities program, there are many ways to cooperate and involve the student programmers in the campus arts events.

At SUNY Geneseo our department has the responsibility for presenting the cultural series for the campus community. It is an integral part of our student activities program. The program was absorbed into our program in the late '60s when the previous artist series run by the faculty ran out of money. The students were willing to support the performing arts and have remained committed for over 20 years to the Limelight Series.

Like many presenters we are always searching for ways to increase student attendance and we will never be satisfied as long as their is an empty seat in the house. Our struggles to convince students to attend an opera or a piano recital will never cease, but we have a few tricks we have learned. We work with the fine arts faculty on the selection of artists and attempt to make sure there are a few programs that will be required as part of the music and drama courses. We tie in our series with Parents Weekend and Sibling Weekend and other special events on the campus. We promote the programs to freshman parents and students at summer orientation. We also offer specials on tickets to student groups and promote the events through the residence life staff, resident advisers, and a newly formed Campus Activities Advisory Council made up of representatives from each residence hall.

Another approach we have made at Geneseo to adding a performing arts twist to our student programming efforts is our Spotlight Series. In the mid-'80s when the drinking age changed and we were no longer permitted to serve alcohol on campus, we made a decision to continue to offer campus programs on weekends. We reformatted a collection of special events held each year into a series of six Friday evening events. The programs are held in our college union ballroom in a nightclub style atmosphere. There is typically a mixture of comedy, new age music, jazz, and variety artists. The programs are marketed in our Limelight Series brochures and as a separate series with a discount for season tickets. It has all the advantages of the subscriptions campaigns and it is another format for presenting the arts and exposing students to quality entertainment in the college union setting.

The Arts and Exhibits Committee of our student program board is also involved in presenting the visual arts in the college union. We set aside a former music room as a location for a student art gallery called the Parallel Opus. It is operated by the student committee and is primarily devoted to student art shows for individual artists or classes. Although the fine arts gallery sponsors a student art exhibition, it is only scheduled once each year and many student artists are unable to obtain space to exhibit their work. The college union gallery has picked up the slack and we have developed a positive relationship with the art faculty and student art majors.

These examples illustrate the endless possibilities for the college union and the student activities departments to become more involved in the arts and revitalize these experiences for our students.

Trends in programming

In the recent Carlson Study of Programming Trends in the College Environment members of ACU-I suggested fine arts programming was done elsewhere on the campus and the union was not involved. Most respondents in the study predicted little change would occur in classical or fine arts concerts (*ACU-I Proceedings*, 1988). This same study indicated large "blockbuster" concerts were declining while small concerts were apparently increasing.

The trend away from major pop concerts may be due to cost, availability of artists, concerns over liability, and changes in the drinking age. The union and activities professional staff and student programmers ought to view this trend as a golden opportunity to use some of the resources formerly spent on large rock and roll concerts to present smaller scale concerts in the college union facilities. Reggae and cajun music, for example, are exciting and fun and they can be presented as part of our entertainment and cultural programming. A festival featuring Queen Ida will long be remembered by the students. Although it is a challenge to convince the student government the thousands of dollars lost on major concerts could be redirected to provide culturally enriching experiences, we need to make that effort and begin to set the stage for a renaissance in the arts as part of our college union and student activities programs. As Winston Shindell often likes to say, we ought to seize the moment before we miss out on this megatrend and golden opportunity for revitalizing our campus programming.

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World peace efforts

Peace studies programming in the college union

Frank Noffke, World University

Introduction

Let me define our topic in a definition of peace studies programming:

Peace studies programming is helping students to become aware of the essentiality of their roles in a volatile, dynamic world through regular exposure to the study of world situations and the need to make their voices heard in shaping their own future world through the process of college union programming.

Two years ago I recommended to our Executive Committee at our 75th anniversary conference peace studies programming be suggested to the membership in the form of a peace studies committee added to the series of regular union programming committees. This recommendation came from:

1. The studied observation nationally that our students are not in evidence in national, especially international, affairs and world issues that affect them.
2. The conviction students must be involved in the determination of their own futures.

Last year at the Portland annual conference, we held the first purely peace studies programming session at an ACU-I annual conference.

Today is the second such session. Let us be specific in aiding those who wish to pursue and implement peace studies programming in their unions.

We have first-hand, hands-on practical and successful experience in our speakers and in our resource materials.

We have the basis for peace studies programming in the *1990 ACU-I Proceedings*, actually a mini-text, with practical suggestions and examples, especially in Marvin Swenson's, "If I Were a Union Program Adviser Today."

We have peace studies sources listed in several 1990-91 *Union Wire* newsletters, and the basic rationale in the *ACU-I Bulletin*, (March 1990, pp. 2;26). (Refer to the passage treating students as "deficient in their lack of knowledge and appreciation of the interdependence of nations, etc...")

In short, you have a beginning peace studies library at your fingertips.

Now we have the incentive of the volatile world situation and the specific instance of the Gulf War holocaust to jab us to act, to bring our students into realization that it is they and their world of the future that is being shaped, and they are not now actually involved.

As usual, we as a nation and our students are "too little and too late" for preventive peace efforts. This must not happen again; and you are the ones to shock them into this reality.

We, you and I, have not done our job of setting our own priorities—awakening our students to the awareness of the world beyond our borders (We have let George and Congress do it!)—and the pro-active participation required of them.

We have not been sufficiently *international* in ACU-*I(nternational)*, in the worldwide active sense, in the sense of resting on our penchant for local development extended only to the campus union, not to the world union.

We have been too preoccupied with the mechanics and niceties of entertainment and recreation programming, rather than the big picture.

Where else is the experienced union of campus life as it actually impinges on students' everyday life, brought together as in the college union?

This thrust is your and our opportunity, as well as an obligation. We must make up for lost time—or our college students will be in a conscripted army—not in our American "routine affluence."

Imaging a world without weapons

Let me describe the interesting group process, "Imaging a world without weapons."

First some preparatory thoughts as to the rationale, benefits, and efficiency of the process. "In verbal linear thinking, the thinking process tends to go 1-2-3-4-5 or a-b-c-d, one specific thing following another.

> *...In imagistic thinking the pattern is more often 1 through 5, 5 through 20, a through m, m through z—a patterning of ideas and images gathered up in a simultaneous constellation. And because the brain can process millions of images in microseconds, and images seem to have their own subjective time not related to serial clock time, a great deal can be experienced in imagistic thinking in shorter times and in ways that evidently cannot occur in verbal thinking. It is also important to note that whereas verbal thinking is largely bound to left-hemispheric processing and therefore to the left brain's time-specific nature, visual thinking is chiefly a right-hemispheric function, and the right hemispheric is not timebound. For all these reasons—in the dynamic inherent in coded symbolic imagery—more information is likely to be condensed in short time frames. The so-called "creative breakthrough" might then be seen as the manipulation of larger patterns of information that are part of the imagistic thinking, racing over many alternatives, picking, choosing, discarding, synthesizing, sometimes doing the work of several months in a few minutes.*
>
> *Many children are natural visualizers; indeed, some are much more geared to visual thinking than to verbal thinking. Many of these children are cut off from their visualizing capacity by the verbal-linear processes imposed on them by the educational system... (even as were you and I).*

"Imaging a world without weapons" is a process that capitalizes on visual thinking, rather than linear 1-2-3-4-5 thinking, allowing the mind to go directly to a vision of a "final result," and then supporting it in retracing unrealized mental

IMAGING A WORLD WITHOUT WEAPONS

> "Only when we can in some sense visualize a world without weapons can we find the path to it . . . What happens as the result of this kind of work is that we perceive connections that we normally do not see. We develop images of strategies we have never thought of."
> Elise Boulding

segments to fill in retroactively (5-4-3-2-1) the necessary steps to implementing in actuality.

A Mindbook For Imaging and Inventing a World Without Weapons by Warren Ziegler is published by The Futures-Invention Associates, 2026 Hudson St., Denver, CO 80207. This book contains some exercises, pictures, questions, practices, and methods to release, emancipate, liberate, and clarify your images of a world without weapons.

Suggested initial steps in starting a peace studies committee

1. Read the *1990 ACU-I Proceedings* (pp. 37-41) on programming, and (pp. 41-43) on the broader world action picture, utilizing the resources listed.
2. Discuss the necessity and benefits of a peace studies program with a few students with whom you can readily communicate "over coffee"—planned for a particular, "quiet" time at your invitation—e.g., "I have a new program idea I'd like to discuss with you and a few others; I value your input."
3. Hold the meeting and record their ideas and set up another meeting with them and outline conclusions in an article or editorial in your student newspaper.
4. Do the same on campus and union bulletin boards with pictures from newspapers and sketches.
5. Invite faculty known to have such interest.
6. Formulate a committee.
7. Ask for acceptance as an addition to the existing college union (or student government) committees, when the time is right.
8. Plan to hold a good first program, one certain to succeed, for all interested on campus. At this program solicit additional committee members. Be content with small beginnings! Make sure committee's "by-line" is included.
9. Continue to plan and hold good programs!
10. As interest builds, utilize the concept and practice of the "small college" or "free university," holding classes taught by students and interested faculty.

Take advantage of publications from the following organizations:

- Friends of Peace Pilgrim, 43480 Cedar Ave., Hemet, CA 92344, (714)927-7678.
- Iowa Peace Institute, P.O. Box 480, Grinnell, IA 50112, (515)236-4880.
- United Nations Association, 485 Fifth Ave., New York, NY 10017, (212)697-3232, ext. 330.

People to people and peace studies

Dianne Dailey, Shoreline Community College

Eighth grader Marlia Moore said, "If I could have three wishes, world peace would be all three." I believe her statement reflects the reason you and I are here today. If we could have three wishes, world peace would be all three.

I will talk about my experience with People to People and relate it to creating peace studies programming in student unions.

President Dwight D. Eisenhower, who long ago warned us about the military-industrial complex, believed strongly in the power of citizen diplomacy. He felt something as important as peace, should not be left in the hands of politicians and generals. In 1956 he founded an organization called People to People whose goal was world peace through world contact. People to People was administered by the State Department until 1961, when it became a private nonprofit organization. Through programs such as Sister Cities, Meeting the Americans, and the International Visitors, Americans have formed lasting friendships throughout the world. Since 1963 People to People Student Ambassador Programs has been a major factor in overseas exchange opportunities for young Americans. The idea for the People to People Friendship Caravan began with the summit meetings between Reagan and Gorbachev, and is the result of two years of work by a joint U.S.-Soviet committee.

Last spring I was asked to be the master of ceremonies for three Friendship Caravans traveling across the northwestern part of the U.S.S.R. for seven weeks. Each caravan had five motor coaches brimming with 150 energetic high school students eager to be friendship ambassadors. Fifteen American teacher-leaders; six Soviet interpreters; an American courier, who spoke fluent Russian; and 10 Soviet bus drivers, whose skill and patience I greatly admired, accompanied the students.

The caravan was both a symbol and an event. The students decorated their buses with red, white, and blue banners that said Friendship Caravan in large Cyrillic letters. Flags of the United States and U.S.S.R. waved at the front of the bus until the wind or souvenir seekers removed them. As the caravan moved from city to city we were met by citizens holding flowers, singing songs, and offering the traditional Russian greeting of bread and salt. Often the mayor would formally greet us and students would present a plaque or a gift from their city government to the mayor. In private meetings with city leaders, students would ask questions about the city, its people, and their problems and they would talk about their own cities, families, and friends.

Students and teachers chose members of the group to represent them during ceremonial or symbolic occasions. The opportunities to participate were many, and everyone was encouraged to take some risks and move out of their comfort zones.

In every city we laid wreaths or placed flowers at war memorials and took part in remembrance ceremonies.

War memorials are everywhere in Russia and they are very important to the Soviet people. They were a reminder of how much the Soviet citizens have suffered from war. They understood the intense desire for peace and stated that often and fervently to us. Students were moved by participating in these ceremonies. I remember a long silent ride and many tear streaked faces as we journeyed away from Khatyn, a memorial of 2,230,00 people killed in Byelorussia during World War II. Many of our students had not known until that day the U.S. and U.S.S.R. were once allies. They also had not ever been touched by the devastation of war.

Students also participated in sports events, sing-a-longs, and cook-outs. We made new friends in a variety of settings through our visits to: pioneer camps and youth camps; collective and communal farms; day care centers, nurseries and kindergartens; schools and universities, factories and churches; city halls and social halls; doctors and hospitals (as the need arose); and the ubiquitous discotheques where Soviet and U.S. students share the international language of dance.

But, for all of us the most important places we visited were the homes of Soviet citizens who welcomed us with an openness and generosity few of us had ever experienced. A child once described peace as people talking with a heart in between. That image captures what happened to us day after day on our journey and especially during our homestays.

One of my treasured memories is of a homestay in the beautiful city of Kalinin, renamed Tver during our stay. I stayed with a bubbly babushka named Ludmilla who had reddish curls and sparkling eyes. Her apartment was small, neat, warm, and welcoming. She had prevailed upon the homestay committee to let her have an American guest. They initially turned her down, stating, "Your apartment is too small." She countered, "It is not the size of the home, but the size of the hearts of the people who live there." Each night of my visit she slept on a child sized cot in the kitchen insisting I sleep on the roomy bed in the living/dining room area. She cooked hugh delicious meals for me and her family at a time when shelves were bare at the markets and stores. She invited friends and neighbors to meet and talk with her American friend. She spoke not a word of English; I spoke no Russian. But at night when her daughter Natasha and granddaughter Katya returned to their apartment exhausted from translating for us, we created our own communication system. Through pantomime, struggling with phrase books and dictionaries, working in the kitchen together, teaching each other simple games, and through laughter and hugs we developed a strong bond of friendship. There were many tears flowing when I said goodbye to this wonderful family; they still spill over when I write to them. I miss them, worry about them, am disappointed I didn't celebrate Katya's marriage to Dima with them. I don't know when I will see them again, but they and other individuals I share special moments with will be my friends forever.

Most members of Caravan '90 had similar experiences and feelings. The concept of "enemy" shatters and is replaced by making peace through making friends.

How Friendship Caravan relates to student union work and peace studies on our campuses

First, it identifies potential resources for a wide variety of programming opportunities. People to People and other student exchange programs look for audiences for their message and they may send professional staff to present a program for free. They also may be able to identify teachers or students in your area who have participated in their programs and who would talk or present a slide show for peace studies or for a "global perspectives lecture series." Students who participated in high school exchange programs, who are now on your campuses, are the public spirited hands-on folks we want to attract into student union work. Giving them a forum to talk about their experiences may provide both an interesting program and the impetus to start a peace studies group.

Second, it provides a model to strive for. People, especially young college students, are longing for stories that give them hope and a positive sense of future. Stories of connection, of moving past barriers of culture and bureaucracy, of taking risks, of growing beyond old mind sets, of realizing one's potential, have the power to motivate and empower those who listen! The participants in the Friendship Caravan spent months preparing for their journey. They studied the people and places they would visit and thoughtfully gathered the information about their lives and the gifts they would take with them to share. They also worked on their attitudes. They did not hang back. They pushed themselves to be the best friendship ambassadors they could be. Without leaving the campus, our students could have similar opportunities to interact and create friendships with international students and with Americans of different cultural backgrounds. Through programming, we can provide the vehicle and facilitate the process.

Third, it highlights summer employment possibilities for student union professionals. We are ideal for taking leadership roles in student exchange programs because of our commitment to student development, expertise about leadership, ability to deal with crisis and chaos, our practical skills and flexibility, and most of all our people skills and sense of humor.

Fourth, we can use established programs or use the resources on our own campus to develop or sponsor exchange programs with a peace emphasis. Your language department, Far East division, or Humanities division may be eager to co-sponsor a travel program. Fran Peavey, peace activist said, "You can learn only a limited amount about fish by going to an aquarium." We can read, watch TV, attend lectures, but there is no substitute for meeting and getting to know people of another culture in their own homes or on their own turf. Well prepared students traveling with a purpose who meet our global sisters and brothers with open hearts and open minds are one of our greatest gifts to peace.

I could go on and on about the way exchange programs ignite interest in peace programs and peace studies, and how they provide a vehicle for peace action. But, I will leave it for you to discover on your own campuses how to make that come about. Remember the pebbles you cast in a pond cause ripples that spread in all directions.

I'd like to leave you with a wonderful image from Fran Peavey's book "Heart Politics."

"Human beings are a lot like crabgrass. Each blade of crabgrass sticks up into the air, appearing to be a plant all by itself. But when you try to pull it up, you discover all the blades of crabgrass in a particular piece of lawn share the same roots and the same nourishment system. Those of us brought up in the Western tradition are taught to think of ourselves as individual personalities with independent nourishment systems. But, I think the crabgrass image is a more accurate description of our condition. Human beings may appear to be separate, but our connections are deep and we are inseparable."

Mir i druzhba
Peace and friendship

Peace studies programming in the college union

Charles M. Rausch, University of Minnesota-St. Paul

Frank Noffke's definition of peace studies

> *Peace studies programming is helping students to become aware of the essentiality of their roles in a volatile, dynamic world through regular exposure to the study of world situations and the need to make their voices heard in shaping their own future world through the excellent process of college union programming.*

Programming for students represents the core of what we are about as college union professionals. I would like to expand that audience by including all members of the campus community, the faculty, administrators, support staff, and all others with whom we have contact through the college union. I believe we need to become more aware of the world in which we live, the volatility and dynamic nature of that world, and the importance of participating in the democratization of the world community.

As a nation, as a sovereign state, we have exercised our authority and military power to asset our independence, protect our international investments and interests. We have sponsored the "American" way of thinking as the panacea for a new world order.

As a nation, we, the average citizens, want to believe the threat of and use of U.S. military force is exercised morally and ethically, intended primarily to maintain a peaceful world, and to protect those who otherwise would suffer under the will of their governments. Such a belief is too simplistic, and a closer examination of U.S. involvements throughout history will reveal self interest as well as intricate patterns and purposes lying behind the development of international policies, commitments, and military involvements.

I do not intend to "put down" the United States, the integrity of our national intent, the good intentions of our statesmen, or the critical role we have played in improving the human condition on a global basis. However, while on balance the U.S. history of international involvements may be better than most, it is not free of blemishes nor can it serve unilaterally the demands of a new world order.

The effective achievement of a world less threatened by the ambitions of powerful individuals, a world in which the distribution of natural resources and knowledge are more equitably achieved, and a world conscious of and responsive to the welfare of future generations has yet to be realized. The world we live in remains a world envisioned and managed from a point of regional, national, or hemispherical self interests. A new world order will require letting go of that concept and entering into envisioning a world dominated by a common interest in the welfare of all people. This concept is not new. It was first given meaningful definition on Jan. 10, 1920 in the Treaty of Versailles when the League of Nations was established to promote international cooperation and peace. While the League of Nations as a institution failed, its ideals lived on to be given new life in the United Nations, formed in 1942 and formally established with a charter signed by 26 nations in San Francisco in 1945. The initial hopes and dreams of the 26 charter members are today shared by 163 member nations.

Is the world we live in now a more complex place than it may have been 10, 20, or 40 years ago? I think not! What has changed is the devastating nature of our armament, the potentially catastrophic consequences of exercising that power, and an increasing awareness of the interrelatedness of all nations as participants in establishing and maintaining a globally secure world. That awareness is undergirded by the most profound change of all, the technology supporting global communications. Today our concerns reach beyond military might to include basic human rights and the quality of our global environment, an environment we are destined to share, an environment dependent on everyone's responsible use. How responsible am I, how responsible are we, the citizens of the world, the dreamers of the new world order?

Oil fires are raging today in Kuwait, the forests of Brazil are being cut, radiation in Chernobyl abounds, great swimming beaches on both the East and West Coast of America are unsafe to swim in, the ozone layer is being depleted, Los Angeles declares an air alert, thousands die in the streets of Baghdad, Kurds struggle for recognition as a people, the U.S. turns from the issue of automobile exhaust fumes failing to muster the political will required to clean up the air, Albanians starve and are turned away on the shores of Italy, Japan continues commercial use of endangered and internationally protected sea turtles, Libya begins operating a new chemical weapons plant, and the list goes on.

What can I do, where do I as a college union professional direct my energies, if I sense an urgency to participate in establishing a more secure global community? Earlier I spoke of the importance of participating in the democratization of the world community. We can participate in the process of world democratization, and I believe that is the place for us to start as college union professionals. We begin in our own back yard—in our unions—by informing the community creating opportunities for peoples of differing cultures, regions, and nations to meet to discuss ideas and opportunities, to laugh, to support one another; and as it were, to become one. We manage as educators to program events focused on issues of global consequences. We invite faculty from the history department, political science, language, and nuclear science department to present programs in which they apply their discipline to issues of world peace. We formally recognize United Nations Day and establish the union as a peace site on campus. We dedicate a lounge and install a wide screen television for the exclusive broadcast of international news, we establish a committee focused on the issues of Global Community. We provide newspapers and magazines from around the world. We invite statesmen, international business executives, world leaders into our unions.

And, what are we doing by doing these things, we are participating in the mission of our institutions. As educators we are providing opportunities whereby our minds and the minds of our students, faculty, administrators, and staff can be changed, we are creating an institutional culture that recognizes the interplay of the world community.

College union peace programming starter suggestions

As in anything the hard task is getting started. Here is a suggested plan of attack.

1. List three to five goals of the peace program on your campus.
2. Identify the staff who will be responsible for peace programming in your union.
3. Identify college faculty, staff, administrators, and students (by position/role) whom you will include on the peace programming committee and indicate why you are including these individuals.
4. Develop a list of programming ideas to consider for the upcoming academic year.
5. Are there any physical changes you wish to make in the union building or equipment that should be added to support peace programming in your union.
6. List possible events or programs.

Be creative and be realistic: Is a Viennese Ball in your future?

Ada S. Bors, University of Wisconsin-Eau Claire
Gary E. Bartlett, University of Wisconsin-Eau Claire

Beginnings

In 1972 Ada Bors was a community member of the University Symphony Orchestra, and she was dismayed over the low attendance at the annual fall and spring concerts.

Ada wanted to present an annual Viennese Ball, not in the Gantner Concert Hall, but in the W.R. Davies University Center. This would feature the University Symphony Orchestra in a setting other than the formality of the concert hall. The conductor of the University Symphony Orchestra, Rupert Hohmann, stated it would have to be a non-curriculum event and we would need support from an additional musical ensemble. With the curriculum requirements of the Symphony Orchestra for a Fall Concert in November, Holiday Concerts in December, the opera or musical each February, a Spring Concert in April, and the Oratorio Society Concert in May, the Symphony Orchestra did not have rehearsal time to prepare three hours of waltz and polka music. Also, the music of the Strauss, other composers of famous waltzes, and orchestrations of waltz music do not hold much educational merit.

The support we needed from an additional musical ensemble was provided by Jazz Ensemble I, a truly strong ensemble on our campus, who performed dance music from America's Big Band Era.

The Chancellor called a meeting to investigate the feasibility of scheduling such an event. December 1973 the director of University Centers, the director and assistant director of Publications and Alumni Affairs, and the conductor of the University Symphony Orchestra, and Ada discussed presenting an annual Viennese Ball at the University of Wisconsin-Eau Claire.

Our Chancellor, Lenard Haas, requested a budget be prepared by the director of University Centers, Jo Dahle, and that Jo determine if the event would be a go or no-go in February with the Ball scheduled for April 26, 1974.

Waltz music was ordered from a firm in Minnesota that sent a note, "Do they really waltz in Eau Claire, Wisconsin?" Chandeliers, non-matching and none being the appropriate size for the room, were obtained on loan from a local department store.

Friends from the university and community stepped forward and stated, "I believe in your idea. How can we help?" We met at a staff member's home and she showed us how to develop a mailing list. From this experience, the university now has developed several outstanding musical, theatrical, cultural, and general mailing lists that are utilized for a variety of purposes.

When it was time to seek publicity through the local newspaper and the university student newspaper, we obtained photos of the Philharmonic Ball in Vienna that had been attended by a local resident and university student when she was an exchange student. The ball pictured was a debutante ball, where the dress code for the young men and women was rigidly enforced by tradition.

The pictures were remarkably close to what was imagined—people of all ages dancing the night away in formal and semiformal attire.

The local newspaper gave the impression the event would not work in Eau Claire. This viewpoint was also expressed by a local business that loaned fabric for draping the ballroom area. They said, "Give them anything they want. This idea will not work in Eau Claire, Wisconsin."

The goal was to sell 600 tickets. We were so shy about ticket prices that the volunteer committee agreed on $3 for faculty-staff-community and $2 for university students in 1974. By the afternoon of the event, we had sold 632 tickets.

April in Wisconsin can mean snow, or beautiful spring weather, or even an evening we call steam bath hot. State law prohibits air conditioning being on until June, and, as our luck would have it, we were there with windows open and window fans placed in as many places as possible to provide air circulation.

Community members and the University Dining Service provided tortes prepared in Viennese style for us to cluck over. Something else to cluck over was the beginning of serving alcoholic beverages on our campus. It had been agreed earlier that to present a Viennese Ball did require having the opportunity to enjoy a good wine and/or champagne throughout the evening in addition to "Kaffee mit schlag" (Coffee with whipped cream).

When asked about rules governing serving alcoholic beverages, officials replied, "They're not stomping the grapes yet."

Just before the Ball the word came that the State would permit alcoholic beverages to be served under "careful and decorous conditions."

We learned from our experience committee members were needed to assist a few staff in clearing tables of paper and plastic debris. Also, we did not have a supply of wine glasses.

The morning after the Ball the Chancellor's office sent a letter stating that many community residents commented they were made to feel welcome on the campus, that he hoped the primary focus of the event would be promoting university-community relations, and that the acquisition of scholarship monies would be a secondary goal.

We hoped after production costs were met we would have $1,000 to begin a scholarship program. This dream came true. A copy of our 17-year financial history is available. We are in the midst of a fund-raising campaign to realize the monies needed for this particular year.

Because the committee members enjoyed meeting for breakfast after the Ball for what we called the "come down" period and we learned others sought out the same at a local 24-hour restaurant, we began to offer a Katerfrühstück—a Viennese term that translates as a Tom Cat Breakfast. We include a translation in the newsletter provided to all patrons approximately two weeks before the Ball. In Vienna, a ball usually begins late in the evening and may end at dawn. Those with limited funds may seek out a late-night restaurant after a full evening of partying, and then catch the first streetcar home in the morning.

At first, the idea of a newsletter to explain the purpose of the Ball and the activities to be enjoyed was received with medium interest, but over the years we learned it was helpful. Those trying to plan a perfect evening could learn about the timetable for the evening, what refreshments would be offered, and the costs involved.

In 1980 the event had become so crowded we needed to sell fewer tickets. We discussed having it presented on two consecutive evenings in April.

Some feared if people could not get Saturday night tickets, they would not come and only one night would be filled. When we offered it for two nights for 1,000 patrons each night, both nights were sold out, and they have continued to be each year.

We have tried to be as fair as possible in providing tickets to interested patrons. For a while we utilized a postmark deadline. We would receive more orders on the postmark date than we had spaces for, so we had to develop another plan.

Currently we find having an approximate four-week period in which to order tickets benefits our university students. Students are not accustomed to making decisions for social plans months in advance. We have a policy that a minimum of one-third of the tickets must be held by university students. To our amazement, even with the random computer number system we employ to fill the orders, we are still able to achieve this with the highest percentage thus far being 37 percent of the tickets being held by students.

We were surprised students found it comfortable to invite their parents and grandparents to this events. Wonderful reunions were planned for this evening. Students of divorced parents have spent one evening with one parent and the second evening with another parent.

Wedding proposals have taken place on the ballroom floor with couples swirling around them while the young man was on bended knee. A few women have worn their wedding gowns because they had wanted to dance the night away to the music at the ball they didn't have on their wedding day.

How the facility is prepared

We adapt and rename some rooms for this event and other rooms, by necessity, are utilized for furniture storage to create the various thematic spaces we need.

The Viennese Ball is scheduled two to three years in advance. It is usually the second weekend in April, providing Easter is not that weekend. If that occurs we must decide on the first or third weekend, the latter being the preferred. We present it at this time for several reasons. The University Symphony Orchestra is able to prepare for the Ball after the presentation of the opera or musical in February and before their Spring Symphony Concert and Oratorio Concert in May.

Our Jazz Ensemble I, which presents one of the largest jazz festivals in the nation each March, has sufficient time to prepare their dance literature.

For our patrons, having the Ball in April gives them the occasion to celebrate that a Wisconsin winter is over.

Usually it is quite cool and we depend on donations made at the coat check area to complete our scholarship needs. The last two years we met our goal of $18,000. We also have to prepare for a steam bath evening, which has happened four times in the 17 years. At that time the only item in the coat check area might be one small shawl.

When we presented the Ball on two consecutive evenings, we learned to obtain a "hold" on the student musicians, we would have to pay them; i.e. we state they donate their time and talents on Friday night, and on Saturday evening, they receive a modest payment we hope is at a semi-professional level.

In addition, we have to contract with other ensembles, student level and professional level, to complete the music featured at the Ball. We have an agreement all university staff members who perform or conduct/direct will not receive payment.

Financial statement and history

After all of these preparations, the evenings of the Ball finally arrive!

Committee members and special guests who have attended over the years receive a timetable for the evening including the opening ceremony.

This is an example:

5:15 p.m.	Guests-of-honor are picked up at their hotel.
5:30 p.m.	Arrival at Davies Center for the committee dinner.
5:30 to 6:00	Social time for committee to quietly celebrate the completion of a year's worth of work and to greet special guests.
6:00 to 6:40	Committee dinner and scripts are double checked in any changes.
6:30	Doors open for 1,200 guests.
6:50-7:05	Chalk talk with scholarship recipients, parents/guests and staff, and guests-of-honor participating in the opening ceremony. (This information is provided to all in advance—who stands where at what time during the brief 20-minute ceremony. This provides a chance to review the announcements in case there are changes.) We do not want to announce a parent is present if he or she was unable to attend.
7:15	The opening ceremony and we do our best to make this portion work to the minute. This has included telling the Governor of Wisconsin his remarks were limited to two minutes—which we assume he found to be agreeable. One guest from Austria so enjoyed returning each year to participate in this portion of the evening that he stated if we had been in charge of some earlier times, the history of Austria might have been different.
7:30-8:20	The Salon Concert in the Ballroom and an Ensemble Concert in our Golden Lion Festival Room.
8:20-8:40	The Salon Concert area is struck to prepare the area to introduce the committee during the first waltz at 8:45.
9:00	Guests-of-honor are photographed with the co-chairs at the Ball, the Chancellor of the university and other officials at the primary entrance by a swan ice sculpture. We then scatter throughout the area to enjoy the event with the variety of musical entertainment, the foods, and even shopping for Austrian and European products in the Edelweiss Market.

Our Austrian connections

Over the years we have received assistance from the Austrian Trade Commissioner's Office in Chicago. They have loaned Austrian flags and provided tourist information. The Austrian Consul General's Office in Chicago has also provided assistance. Usually a representative from one of these offices will attend one evening of the Ball. We do not help with their transportation, but we provide their accommodations and all food and beverages at the Ball.

At our 15th Ball we invited a representative of the Mayor's Office in Vienna. They sent Eva Pretscher, director of Cultural Activities and Exhibitions of the Vienna Tourist Board.

We are pleased in addition to the music scholarship we provide, we have additional Austrian connections through the establishment of two international study awards, the Wilhelm & Ingrid Brauner Award, currently $1,000 for study in Austria, Germany, or Switzerland and an exchange program with the University of Graz established in 1986, also with $1,000 financial support.

House management for the Ball is provided by the University Usher Corps. Thursday evening before the Ball the corp is briefed on the history and purpose of the Ball before they have a walk through.

Since the evening is filled with strenuous dancing many ushers are CPR trained and over the years have handled a variety of house management situations, but fortunately no heart attacks. On one occasion some students planned to invade the event in white sheets worn like togas, but security was alerted before the students arrived.

Radios are used between the management of the Usher Corps, so committee members are shielded from knowing the problems until after the event so everyone can enjoy the Ball. Each usher has two 30-minute breaks throughout the evening that runs from 5:15 p.m. to 2:30 a.m. They may not consume any alcohol.

One entrance to the Ball is reserved for the committee, guests-of-honor, the musicians, scholarship recipients, their parents and special guests, all student staff, and the catering staff. Currently over 160 people hold official or musician or dining service passes, so by the time our 1,200 patrons have arrived, plus all staff, there are 1,500 people at the Ball.

We handle lost tickets at the "reserve" entrance. We have a list of ticket purchasers. Patrons are directed to our so-called problem entrance to verify their ability to enter. We ask them to sign a lost ticket form to trace the situation after the event if their request seems suspicious. It is our policy, for public relations purposes, to assume they are telling the truth. We will not honor a person's request to switch from Friday to Saturday or visa versa. We try to handle this in advance by having a card enclosed with the tickets that states: CHECK YOUR TICKETS. YOU MAY HAVE RECEIVED TICKETS FOR THE NIGHT OF YOUR SECOND CHOICE.

We try our best to see everyone has a memorable evening. Once I received a call from a mother whose son could not find his tickets. He was ready with flowers in hand to pick up a special young woman; he was in tears because he wouldn't be able to get into the Ball. I assured her he would be able to attend the Ball and described how he could get to the problem entrance. He was ecstatic, the mother was grateful, and we hope the young woman never knew the young man was in tears.

It is important to have a plan for alcohol service that is in keeping with state laws. We used wrist-tics at our event. Several years ago one of our committee members invited her 81-year old mother from England to attend the Ball. Although she did not appear to be questionable age to prove her eligibility to be served an alcoholic drink we provided her with a wrist-tic. She was proud to be included as a young 81-year old at the Ball.

The ball started out as a unique university-community thematic event and is now known as a very special university-community-international event.

We have not yet fully explored the ripple effect the Ball has had on our community regarding the formal wear business, floral orders, or the spending of monies earned at the Ball in our University Bookstore, Copy Corner, or Dining Areas; or in the Eau Claire area. We have been told the few statistics we have assembled portray a small part of the total financial picture.

Learning how to coordinate this event has been like a fantasy come true. Many have enjoyed fantasy evenings while attending the annual Viennese Ball at the University of Wisconsin-Eau Claire.

Developing a comprehensive campus recreation tournament program

Stephen K. Gnadt, University of Colorado at Colorado Springs
Ernie Jones, Bainbridge College

Starting a program

- Start small and grow gradually.
- Start with only one or two tournaments a semester.
- Try co-sponsoring with other departments or organizations such as:
  - ° Intramurals
  - ° Residence halls
  - ° Student Government
  - ° Recreation Majors Club
  - ° Chess Club
  - ° Bowling Club/Team
  - ° Table Tennis Club
  - ° Service organizations
  - ° Physical Education Department
- Try to find and use key resource people on campus who will have an interest in helping.
- Develop a realistic budget for both income and expenses.
  - ° Include cost of sponsoring students to participate in regional competition.
  - ° Include cost of trophies, awards, prizes.
  - ° Include cost of publicity and advertising.

Publicizing the program

- Advertise, advertise, advertise, advertise, advertise, and then advertise some more!
- Use every possible campus advertising source you can including:
  - ° Campus newspaper
  - ° Campus radio station
  - ° Bulletin boards
  - ° Banners
  - ° Electronic signs
  - ° Video monitors
  - ° Table tents
  - ° Direct mailings
  - ° Display cases
  - ° Table in union lobby
  - ° Brochure/calendar
  - ° Classes
  - ° Clubs and organizations
- Advertise benefits of participating.
- Advertise and display prizes in a highly visible area.
- Use graphics with all print advertising such as ads, fliers, table tents, posters.

Prizes

- The more prizes you have, the more likely you will appeal to a large audience.
- Possible prizes:
  - ° Expenses paid to ACU-I regional tournaments.
  - ° Trophies, plaques, and/or medals.
  - ° Free playing time in recreation center. (X number of hours of free billiards.)
  - ° Prizes and merchandise donated by campus departments.
    - Bookstore (sweatshirts, decals, mugs, key chains.)
    - Food service (pizzas, lunches, dinners, beverages.)
    - Recreation center (lessons, free clinics, bowling ball, free time.)
    - Athletic department (free tickets, sweatshirts, equipment.)
    - Union department (free locker rentals, equipment rentals.)
    - Student activities (free tickets to concert, film, lecture, play.)
    - Fine arts department (free tickets to play, musical, concert, production.)
  - ° Prizes and merchandise donated by local merchants. (Be sure to check on your campus regarding university policies.)
    - Restaurants (free meals, discount coupons, pizza places, beverages.)
    - Related merchandise (chess set, pool cue, bowling ball, table tennis racquet.)
    - Clothing stores (gift certificates, sweatshirts, hats, t-shirts, shorts.)
    - Electronics stores (phone answering machines, calculators.)

Outside resources

- Use outside resources to assist with staff, money, prizes, expertise, facilities.
- Use free copies of rules, and brackets available from your ACU-I Regional Recreation Coordinator.
- Co-sponsor with campus departments, organizations, and/or clubs.
- Co-sponsor with local merchants and businesses. (Check on campus policies.)
- Use more than one sponsor if possible. People support what they help create and sponsor. The more sponsors, the more support. The more support, the more participants.
- When you co-sponsor be prepared to give a little in control, but don't lose control.

Organizing a tournament

- Gather those people who will assist. (This may be a committee of one.)
- Pick a time for the tournament when not competing with other activities.
- What time and format works best on your campus?

BEST COPY AVAILABLE

- Daytime vs. nighttime
  - Weekday vs. weekend
  - One day vs. spread out over time
  - Qualifying tournaments (Intramurals, union tournaments, Greeks, residence halls.)
- Select an appropriate tournament format based on registered numbers.
  - Round robin vs. double elimination
  - Avoid single elimination tournaments.
- Designate office or place to register and ask questions.
- No entry fee vs. small entry fee
  - No entry fee will produce greater registration.
  - Small entry fee will produce fewer no shows.
- Have a meeting just prior to the start of the tournament to explain the tournament format, go over rules, brackets, answer questions.
- Allow a predetermined amount of practice time.
- Arrange for media coverage. (i.e. campus newspaper photographer)

Tournament registration

- Pre-register participants when possible with a specific time and day as a cut-off for registration.
- If campus participation is your goal, be flexible with registration.
- Have participants fill out a registration form with important information. (i.e. phone numbers, local address, best time to be reached.)
- Include on the registration form a place for the student to sign indicating they have read the rules and agree to abide by the rules and the tournament directors decisions.
- Have copies of the rules available at registration.
- Include ACU-I regional information including eligibility requirements for regional participation.

Conducting a tournament

- Make sure you have the facilities looking clean and festive.
  - Sponsors listed and displayed in prominent area of facilities.
  - Large wall brackets are kept up-to-date for spectators and participants.
  - Use banners and decorations.
  - Make sure that equipment is properly maintained. (i.e., pool tables brushed, new table tennis nets, bowling lanes properly oiled, good light and ventilation in chess room.)
  - Music vs. no music.
- Be organized
  - Have the supplies you need such as extra table tennis balls, markers, pencils, scoring sheets, clip board brackets, wall brackets.
  - Have the room open and ready to go at the advertised time.
  - Have the proper staff scheduled. (i.e. bowling mechanic, desk staff, table judges, runners)
  - Judges must know the rules and be comfortable to interpret.
- Establish rules, tournament guidelines, pairings. prior to starting. **Do not change after starting the tournament!**

After the tournament

- Publicize the winners in as many areas as you can such as recreation center, display cases, campus newspaper.
- Send thank yous to any department, organization, merchant, and/or individual that helped in any way with the tournament. This makes people feel appreciated an willing to come back and help again.
- Send information to the ACU-I Regional Recreation Coordinator to enter your students in the regional competition.
- Post winners and brackets in recreation center for several weeks.

Building on a program

- As you feel more comfortable, add tournaments.
- Run regular tournaments and leagues throughout the year.
- Sponsor clinics and lessons on a regular basis.
- Continue to publicize tournaments, clinics, lessons, services, and recreation center hours on an on-going basis.
- Build recreation center reputation on cleanliness and friendliness.
- Establish a recreation center atmosphere that is appealing to all students.
- Bring in outside specialists to enhance program. (Professionals that will do demonstrations and clinics.)

Resource list

Backgammon

- No national governing body. Contact your ACU-I Regional Recreation Coordinator for rules.

Billiards

- Billiard Congress of America (BCA)
  1901 Broadway Street, Suite 310
  Iowa City, IA 52240
  (319) 351-2112

Bowling

- American Bowling Congress (ABC)
  5301 S. 76th Street
  Greendale, WI 53129
  (414) 421-6400
- Bowling Proprietor's Association of America
  Box 5802
  Arlington, TX 76011
  (817) 649-5105
- Ladies Professional Bowlers Tour
  7171 Cherryvale Blvd.
  Rockford, IL 61112
  (815) 332-5756
- National Association of Independent Resurfacers
  5806 W. 127th Street
  Alsip, IL 60658
  (708) 371-6384
- Professional Bowlers Association (PBA)
  1720 Merriman Road
  Akron, OH 44313
  (216) 836-5568
- Young American Bowling Alliance (YABA)
  5301 S. 76th Street

Greendale, WI 53129
(414) 421-4700

- Women's International Bowling Congress (WIBC)
  5301 S. 76th Street.
  Greendale, WI 53129
  (414) 421-9000

Bridge

- American Contract Bridge League (ACBL)
  2990 Airways Blvd.
  Memphis, TN 38116-3847
  (901) 332-5586

Chess

- United States Chess Federation (USCF)
  186 Route 9W
  New Windsor, NY 12550
  (914) 562-8350

Table soccer

- No National Governing Body. Contact your ACU-I Regional Recreation Coordinator for rules.

Table tennis

- United States Table Tennis Association (USTTA)
  U.S. Olympic Training Center
  1750 E. Boulder
  Colorado Springs, CO 80909
  (719) 578-4583

Trap and skeet

- National Rifle Association (NRA)
  1600 Rhode Island Ave., NW
  Washington, DC 20036
- National Shooting Sports Foundation (NSSF)
  555 Danbury Road
  Wilton, CT 06897
  (203) 762-1320
- National Skeet Shooting Association (NSSA)
  P.O. Box 680007
  San Antonio, TX 78268
- Trap Shooting Hall of Fame
  601 West National Road
  Vandalia, OH 45377
  (513) 898-4638

Other resources

- Amusement and Music Operators Association
  401 N. Michigan Ave.
  Chicago, IL 60611
  (312) 245-1021
- Billiard and Bowling Institute of America
  200 Castlewood
  North Palm Beach, FL 33408
  (407) 842-4100

Manufacturers and supplier resources

Awards

- Awards Unlimited
  1935 "O" Street
  Lincoln, NE 68510
  (402) 474-0815
  Larry Loomis
- Brass Tacks
  3270 Westwood Drive
  Doraville, GA 30340
  (404) 938-3368
  Steve Sandlin

Billiards

- Brunswick Billiards
  P.O. Box 68
  Bristol, WI 53104
  (414) 857-7374
  (800) 537-7102
- Gandy's Industries
  510 11th St.
  Macon, GA 31202
  (912) 745-6106
- Huebler Industries, Inc.
  Box 644, 600 Jefferson St.
  St. Linn, MO 65051
  (314) 897-3692
- McDermott Cue Mfg.
  W146, N9560 Held Drive
  Menomonee Falls, WI 53051
  (414) 251-9290

Bowling

- AMF Bowling, Inc.
  P.O. Box 15060
  Richmond, VA 23227
  (804) 730-4300
- Ace Mitchell Bowlers Mart
  1946 S. Arlington Road
  Akron, OH 44306
  (216) 773-2695
  (800) 321-0309
- Albany Bowling Supply
  P.O. Box 3346
  Albany, GA 31706
  (912) 435-8751
- BowlMaster Bowling Supplies
  80 Weston St.
  Hartford, CT 06120
  (203) 246-6851
- Brunswick Corporation
  525 W. Laketon
  Muskegon, MI 49441
  (616) 725-3300
  (800) 323-1812
- Ebonite International, Inc.
  Box 746
  Hopkinsville, KY 42241
  (502) 886-5261
  (800) 626-8350
- Futura Bowling Enterprises
  11 Malcom Hoyt Drive
  Newburyport, MA 01950
  (508) 462-7604
- Hoge Lumber Company (wood lanes)
  Box 159
  New Knoxville, OH 45871
  (419) 753-2263
- JCP Construction
  (new & used equipment)
  200 Oval Drive
  Central Islip, NY 11722
  (516) 582-5450

- Murrey International, Inc.
  407 W. Rosecrans
  Gardena, CA 90250
  (213) 532-6091
- Track Inc. (balls)
  5400 Namiman Parkway
  P.O. Box 391200
  Solon, OH 44139
  (216) 349-2202
  (800) 321-2865
- Vulcan Corporation (pins)
  6 East 4th NSt.
  Cincinnati, OH 45202
  (800) 447-1146

Darts

- Accudart
  160 E. Union Ave.
  E. Rutherford, NJ 07073
  (201) 438-9000
- Genesis Dart Instruction, Inc.
  5915 W. Burnham
  West Allis, WI 53219
  (414) 327-3080
- Merit Industries, Inc. (electronic darts)
  2525 State Road
  Bensalem, PA 19020
  (215) 639-4700
  (800) 523-2760

The Greek mixer: Improving black and white Greek student relations on predominantly white campuses

Karin Lacour, Northwestern University

What is a Greek mixer?

A mixer is a social and educational program designed to promote greater awareness and understanding of the eight predominantly black/African-American Greek letter organizations and the traditions and rituals that shape the black Greek system.

Why have a Greek mixer?

Misconceptions between black and white Greek organizations have existed since these groups began in the 19th and 20th centuries. Increasing racial tensions on today's college campuses are pulling the two systems further apart. A mixer can provide a fun and creative way for members of both groups to interact, thus helping to ease tensions and break down barriers.

Promoting cultural and racial understanding is a two-way street, however, it is strongly recommended the first mixer organized on your campus be designed to educate students about the black Greek system since so little is known about them. Once awareness has increased, future mixers can include educational activities pertaining to both systems.

Common questions about the Greek mixer

Who should be invited to attend?

Any student on your campus. The most obvious group, of course, would be members of black and white Greek organizations. Also include local advisers of black Greek organizations, officers from your campus panhellenic and interfraternity councils and their advisers, faculty, staff, and administrators.

How long should the mixer last?

A length of $1\frac{1}{2}$ up to $2\frac{1}{2}$ hours is plenty of time. This will provide enough time for students to interact and participate in group discussion.

Who should organize the mixer?

Your campus Black Greek Governing Council should organize it. If there is no such group at your school, then ask one of the black Greek chapters to organize it.

How many students should be invited?

As many as you like! Keep in mind the size of your audience will determine what activities you can or cannot do.

Should the mixer be formal or informal?

It can be either. An informal atmosphere is suggested for the first one you organize because the environment will help students relax and feel comfortable.

What time of the school year should a mixer be planned?

An ideal time is during February which is Black History Month. The event can be promoted as a Black History Month activity. Anytime is appropriate however.

What activities should be included in the program format?

You pick! You can be creative here. Remember, your goal is to help participants learn about the black Greek system. Allow them to have fun with it.

Mixer activities

Socializing

- Ice breakers
- Mingling over refreshments
- Paraphernalia display tables

- Step show teasers

Education/Awareness

- Quizzes
- Panel discussion
- Informal fashion show featuring black Greek fashions
- Keynote speaker (current student, alumnus, famous Greek member)
- Ask a representative of each organization to provide brief history of his/her group
- Explanation of stepping

Discussion/Interaction

- Draw questions from a bowl
- Panel discussion (The purpose of this activity is to encourage students to openly discuss concerns and issues that exist between the black and white Greeks on campus. In addition, ideas for improving communication between the two groups and the rest of the campus should also be discussed.)

Don't forget!

- Provide name tags and a registration table for participants
- Prepare a program to hand out during registration
- Leave time at the end of the program for closing remarks and evaluations
- Send "thank you" notes to participants and those who planned the event

Keynote speaker/group discussion topics

- Why black system was started
- The pledge process/changes
- Non-black members of black Greek organizations
- Which system should I choose to pledge?
- Should black Greek organizations assimilate into white Greek organizations?
- The role of black and white Greek organizations on campus and in the community
- The role of graduate chapters and advisers in the black Greek system
- What can your campus do to help meet the needs of black Greek organizations?

The black Greek system: How much do you know?

1. T F Transcripts are required as grade verification for all black Greek organizations.
2. T F In black Greek terminology "line" refers to the geographical region of a chapter.
3. T F After a member of a black Greek organization graduates from college, he or she is expected to continue to serve his or her organization.
4. T F The term "soror" refers to a long-time member of a black sorority.
5. T F All black Greek organizations have strict national policies against hazing.
6. T F Nationally, there are four major black fraternities and five major black sororities.
7. T F All of the major black Greek organizations were founded at historically and predominantly black colleges.
8. T F A "set" is another name for a party.
9. T F Black Greek organizations are not allowed by their nationals to be members of local Panhellenic Conferences or Interfraternity Conferences.
10. T F The majority of black Greek organizations do not have chapter houses.
11. T F All national offices of black Greeks require local chapters to have advisers.
12. T F The National Greek Council was established in 1929 as an organization for black Greeks.
13. T F The minimum grade point average to pledge a black Greek organization is 2.0.
14. T F A "smoker" is a dance at which black Greeks introduce and honor new initiates.
15. T F A student has the opportunity to pledge a black Greek organization while on summer break.
16. T F A black Greek fraternity member, when talking about his "sands," is referring to his pledge brother.
17. The term "crossing" refers to:
    A) Pledge club initiation
    B) Initiation into the organization
    C) The granting of a bid from an organization
18. T F In black Greek organizations individuality is stressed in the pledge program.

Using the organizations listed below, match the parent group with its affiliated clubs.

1. Alpha Kappa Alpha
2. Delta Sigma Theta
3. Alpha Phi Alpha
4. Omega Psi Phi
5. Zeta Phi Betz
6. Phi Beta Sigma
7. Sigma Gamma Rho
8. Kappa Alpha Psi

a. Silhouettes ___
b. Lampados ___
c. Arconians ___
d. Kittens ___
e. Crescents ___
f. Pyramids ___
g. Angels ___
h. Ivies ___
i. Pearls ___
j. Scrollers ___
k. Auroras ___
l. Sphinxmen ___

Match the organization (1-8 above) with the colors below. Some colors may be used more than once.

Red & White ___, Purple & Gold ___, Pink & Green ___,
Black & Gold ___, Blue & White ___, Blue & Gold ___

Sample program format #1

6:00 p.m. Registration/socializing
6:30 p.m. Welcome/introduction of speaker
6:35 p.m. Keynote speaker
6:45 p.m. Quiz ("The Black Greek System—How Much Do You Know?")
*Take time out to explain answers, this is an excellent way to educate and stimulate discussion
7:15 p.m. Explanation of stepping
7:30 p.m. Step show teasers
7:45 p.m. Discussion session
8:15 p.m. Evaluations/closing remarks

Sample program format #2

6:00 p.m. Registration/set up display tables/step show teaser
6:30 p.m. Welcome
6:35 p.m. Informal black Greek fashion show
7:00 p.m. Panel discussions/questions from audience
7:45 p.m. Closing remarks/evaluations

Sample program format #3

6:00 p.m. Registration/set up display tables/socializing/refreshments/distribute quiz
6:30 p.m. Welcome
6:40 p.m. Review quiz/introduction of speaker
7:00 p.m. Keynote speaker
7:10 p.m. Historical overviews of black Greek organizations
7:30 p.m. Explanation of stepping/step show teaser
7:45 p.m. Discussion session
8:30 p.m. Closing remarks/evaluations

Chapter 3: College of Business

Corporate sponsorship: How far do we go? How do we get there?

Manuel R. Cunard, Colorado State University
Michael Freeman, University College London

Overview from an American perspective

Corporate sponsorship and planned solicitation of contributions—once a rare occurrence associated with American college unions—have become a major activity and focus of large and small unions throughout the country. Both as a result of increased pressures from outside agencies looking to break into the collegiate market and in response to a need for new revenue sources, college unions and student activities programs are aggressively developing corporate partnerships and relationships with corporate entities.

What are the long-term benefits of such relationships compared to the liabilities of extended and secondary obligations and potential compromise of mission and objectives.

Such questions and concerns are not limited to the union and student activities area. Colleges and universities have been, and continue to be, heavily involved with all aspects of fund-raising and development. Following the lead of major institutions that have experienced significant success in the fund-raising and development area, virtually all institutions throughout the United States have initiated a fund-raising/ development effort during the past 15 years.

Although most colleges and universities have acknowledged a high level of success related to ongoing fund-raising and development efforts, can it really be said the investment of resources, the commitment of staff, and physical support has really paid off? The bureaucracy, which has been created to respond to the expectation of major financial gain, may have had a negative impact upon the philosophical and educational missions of many colleges and universities than has been justified by increased financial support.

Is the level of competition that presently exists in the institutional fund-raising and development area becoming so significant that justification is artificially created—justification for methods and approaches that are not morally and ethically consistent with the beliefs and values of the higher education environment?

Given the accelerating costs of higher education and provision of quality services, combined with reductions in state and federal support for higher education, new resources must be found to maintain educational standards and growth.

However, quality of education and positive, progressive growth must be measured not only from a reference of resources generated and committed, but from a perspective of the values and beliefs upon which an educational institution is founded. The means through which we achieve success must be considered as significant if our system of higher education is to maintain its valued position in society.

As unions and student activities programs, both in the United States and in Great Britain, continue to increase activity in fund-raising and corporate sponsorship, consideration must be given to these same principles. Before undertaking a serious effort in generating new revenues through such programs, a comprehensive review of the mission and values of the organization must be completed. Union and activities professionals must ask the reason for the organization's existence, the role played in serving and supporting the campus population, and the importance of remaining neutral and non-commercial in providing services and programs.

How far should the union and student activities program go to develop partnerships with the corporate sector? Such partnerships, developed for the sole or primary purpose of generating new revenues, should be evaluated from the perspective of what will be given up or compromised in the role the union and activities program play in serving the campus community. Should such an evaluation determine if there is benefit in developing these partnerships? If guidelines and procedures are established to insure consistency and appropriate interaction, then the union and its associated departments are prepared to seek resources through solicitation and corporate sponsorship.

An overview from a British perspective

The nature, history, and role of the union in colleges and universities throughout Great Britain has led to a significantly different view of corporate sponsorship of programs and activities. The origin of the union in Great Britain is closely tied to the need for a collective and unified effort to insure the rights and privileges of students.

The British union movement philosophically remains committed to playing an advocacy role for students. This commitment often is translated organizationally and functionally to mean various discounted services and products are provided for the students. Although not the only role, such efforts have become the priority of many union organizations because of declining grant support and the need for increased revenue.

The British union is presently aggressively developing contractual relationships with providers of products and services including alcoholic beverages, retail products, banking services, insurance services, and travel services. Major sponsorship of programs and services has consequently become the norm. The effect of this competition and commercialization is the introduction of agreements related to exclusivity of certain products and services. Such a condition makes possible a number of potential compromises and conflicts to the fundamental advocacy role in the British union.

Any organization that supports the exclusive provision of certain products and services must insure that methods and procedures related to selection are carefully determined and are specific enough to insure equity. The question of exclusivity in the British union environment is further complicated by the involvement of national organizations including the National Student Services Organization and The National Union of Students. These organizations have historically been responsible for the negotiation related to selection of exclusive vendors and have received significant rebates from the chosen businesses. The question is not one of appropriateness of approach. The process has been extremely successful and profitable for British unions. The concern is the justification used to make decisions and the discretion held by the national organizations in using their position of authority to solicit additional sponsorship that may or may not be in the best interest of the unions served.

Continual assessment and acknowledgement of appropriateness of such relationships is critical to insure decisions made are in the best interest of the students served.

The impact of corporate sponsorship on the role of the union

Conditions are continually changing in relation to such pressures as unrelated business income, unfair competition, reduced institutional support, and declining student populations (and in the British educational environment, reduced grant support). There is also a pressing need for new resources to support physical plant renovation and expansion. As a result of these factors, there is little doubt the operational priorities and the functional translation of the mission and role of the union is changing radically. We must maintain an isolated position on the campus, without regard for the external forces that are constantly pressing.

Local and national legislation has forced us to take a hard look at the services we provide and realistically acknowledge what is within the definition of appropriate support of the educational mission of the institution.

As we become more accountable for the services we offer, and as resources become more restricted, it is critical college unions and student activities programs develop creative new relationships with the private sector. Perhaps such relationships initially will be driven as a result of state or institutional mandates. Perhaps they will be a result of union organizational decisions related to increased margin or reduced costs (contracting food operations and bookstores, lease operations).

Whatever the determining factor that has opened the possibility for new relationships with the corporate sector, such partnerships will lead to an increased expectation of sponsorship and support of secondary programs and services.

A common example relates to the campus food operator contracted to provide food services in the union. Undoubtedly, the operation will be asked to support a myriad of activities directly or indirectly related to the union solely because of the partnership that has been established. As such activities increase, relationships will expand to the extent that contractual agreements are impacted and influenced.

If the quality of service can be maintained, then such extended relationships are appropriate. Unfortunately, it is common these relationships become encumbrances that obligate the union to terms or conditions that are not in the best interest of the population served.

The role of the union could shift from one of providing programs and services to the community to one of providing preferential and often exclusive support to a particular corporate interest. Such a shift can be in conflict with the values and beliefs of the union.

Some final comments

The information presented shouldn't discourage us from soliciting funds through corporate sponsorship. We should, however, approach any involvement with thoughtfulness that will lead to proper preparation.

Unions and student activities programs on American and British campuses are valued and significant organizations, playing an important role in the comprehensive educational experience. The critical mission of the union focuses on providing a broad base of social, cultural, and leadership experiences within a physical environment open to all members of the campus community that provides important services and products. Such a significant enterprise should not be threatened with compromise of principles or values to generate revenues. The short-term gain of additional financial reward can never justify a compromise of our fundamental commitment to our students' best interest.

Auxiliaries: Providing responsible guidance

John J. Trathen, Bloomsburg University

Many union directors are responsible for a variety of auxiliary operations. Stores, candy shops, bowling alleys, games rooms, and others are frequently under their leadership. Increasingly these operations are becoming more important as our institutional financial resources decline.

What type of guidance are we providing to these operations? Do they know our expectations? What type of restrictions do we place on these operations? How qualified are we to evaluate these operations?

This session will review processes and procedures to aid those in charge of auxiliary operations.

Goals

At the end of the session the participants should be:

1. Familiar with additional methods of enhancing their professional expertise
2. Able to fine-tune their goal-setting techniques
3. Aware of methods to evaluate their staff

Additional methods to enhance your professional expertise

1. Read professional journals.
    - ACU-I *Bulletin*
    - ACU-I *Proceedings*
    - *College Store Journal*
    - *College Store Executive*
    - *Food Service Director*
    - *College Services Administration*
    - *Campus Activities Programming*
    - *Rolling Stone*
    - *Billboard*
    - *Bowling*
2. Visit other operations, especially ones colleagues have recommended.
3. Attend professional sessions and seminars. Attend at least one session or seminar in the areas that report to your area.
    - ACU-I annual and regional conferences
    - ACU-I pre-conference seminars
    - NACAS (National Association of College Auxiliary Services) regional and national conferences
    - NACAS workshops
    - NACS (National Association of College Stores) regional and national conference
    - NACS summer experience seminars and conference bonus sessions
    - NACA (National Association for Campus Activities) regional and national conferences

Fine-tune your goal setting techniques—ask yourself

1. Ask yourself, are the goals I have set reasonable? Some things to consider are the following: Is there an increase or decrease in enrollment? What is the rate of inflation? For example, if inflation is 10% and your goal is an 8% increase in sales, you may "hit your goal" without having a "real" increase in sales.
2. Are your employees aware of the goals you hope to achieve and have they been involved with their development?
3. What is your philosophy on the operations, and are others aware of it? (e.g., Is your philosophy on the store that it should be a service operation or is it expected to produce a profit?)
4. Are you aware of trends in the industry? (For example, we typically look to the California stores for the latest trends in imprinted clothing.)
5. What is the level of local competition? Has it increased/decreased? (A new billiard hall, store, snack bar, or games room located adjacent to the campus will have an impact.) Are the campus managers allowed to advertise in the town newspapers? Are the items to be sold restricted?
6. What type of reputation with students does each area have? Is it very favorable, unfavorable, or "I go there because nothing else is around?" (Snack bars need to have some type of "identity" and a type of specialty item they are noted for. For example, do they have delicious pizza, hoagies, super hamburgers, or giant milk shakes?)
7. In setting your goals, are you aware of the expectations of the president, your immediate supervisor and others in the hierarchy above you? Are they informed about what is taking place? Do you meet monthly to review new developments?
8. Are new programs under development that will impact your area? For example, the introduction of flex dollars to your food program should increase sales in the food area. However, if the store has been selling food and flex dollars (cash equivalency) are not honored in that location, sales will probably decrease.

Methods to evaluate your staff

Goals are very helpful when evaluating your staff. Imagine a director of union operations at *Fantastic University*. Since the university is a prestigious place, they expect only the best of their people. The director will be evaluating the manager of the bookstore. This could be the snack bar, bowling alley, or a variety of other operations. The director just received the year-end report and has called the manager in for a talk. They do not have formal evaluation programs and do not set goals in advance. The director has been at the university for one year. The store manager has been employed for 10 years.

UD—Union director
SM—Store manager

UD: I have looked over the year-end figures for the store, and I am not pleased with the results.

SM: What seems to be the problem? You didn't say anything *during the year when I sent you the monthly reports.*

UD: Sales should have been *higher.*

SM: But the economy is down, I thought we *were doing a good job under the economic circumstances.*

UD: Yes, that's true, but at Fantastic University *we have to anticipate downturns in the economy and come out ahead regardless of the circumstances.* In addition, the *inventory is too high.*

SM: I agree it is high, but you told me *not to have sales.* I need to discount merchandise in order to eliminate stock that isn't selling.

UD: There should be a better way to cut down on inventory—*don't order so much.*

SM: But we need the new merchandise—*that is what is selling.*

UD: Well, we have to reduce the inventory, *take care of it.* Also, salaries appear to be *too high.* Do we have too much help?

SM: It's because Fantastic University *makes me pay the same wages* and benefits as the university employees receive. If you check out the stores downtown *you will find that they do not have near the fringe benefits package.*

UD: Well, next year I am looking for sales to be higher along with lower wages and inventory or else we *might have to make a change.*

SM: Is there any chance we can get some of that new equipment I have been asking for? The new registers along with a computerized system would help me to process more customers in a shorter period of time with less help. I could also keep better track of my inventory and determine what items are selling.

UD: We don't have the money for *frills such as that.* Remember, *I expect you to do better next year.*

Some of this may have seemed rather humorous to you but some of it may also have seemed familiar. Did the union director make any demands on the store manager that seemed unreasonable? Would you have had difficulty with any of his statements? How could this have been handled more effectively?

Just to refresh your memory, let's review some of his statements.

1. Look at the statement "I am not pleased with the results."

   What does this mean? Sales weren't high enough? Profit was too low? The manager should have indicated why he was not pleased.

2. What did you think about the store manager's response regarding the monthly report information? What does this tell you about the union director?

   The union director either doesn't have last year's information, isn't reviewing the reports, or doesn't understand how to read them. Before talking with the store manager he should have had some specific comments. Ideally, the union director should have been monitoring sales monthly and spoken with the manager much earlier in the year.

3. The union director states sales should have been higher.

   What does this mean? 2%, 10%, 20%. The word, higher, is vague. Another important thing not mentioned is sales in the profit areas. If sales are down or the same in areas with low markups and up in areas of high markups (e.g., clothing), that is a good sign and should be rewarded. Remember, if the enrollment has gone up by 200 and the store is the only place that sells textbooks, it is hard not have an increase in textbooks. However, an enrollment increase doesn't automatically transfer to higher clothing and supplies sales but it does help. Another example: if you are operating a snack bar, an increase in the sale of candy bars grossing 20% is not nearly as important as an increase in the sale of soda which might be grossing 90%.

   The store manager had an interesting answer to the comment on sales not meeting expectations. He indicates the economy is down. At our store this past year we knew business was going to be difficult. The economy was heading downward so we had to readjust our thinking. The supplies manager decided to stock more lower priced t-shirts instead of the higher priced sweat shirts and have more frequent sales. The manager also became more creative in promotion and advertising. In addition, the union director agreed to a smaller percentage increase in sales projections.

   Another factor to consider is student population. Last year our campus did not have an increase in students, in fact we took in more transfers and less freshmen than we did the year before. This meant we could anticipate fewer sales since transfer students on our campus spend less money in the store than freshmen.

4. Comments such as "Inventory is too high" and "Don't order so much" were vague.

   The union director didn't want the manager to have big sales. Yet, he was concerned the inventory was too high. At Bloomsburg we have a philosophy to "get rid of anything that isn't moving." Take the loss now instead of tying up your dollars in dead inventory. The union manager should have indicated what levels of inventory would be acceptable.

5. Salaries are too high.

   In relation to what? If sales would increase and the staff remain constant, then the percentage of sales to salaries would be reduced. The union director should make a comparison between salaries in other stores in the system or across the state. Should the store be paying the same salaries as the university, or should they be paying the same or better salaries than their competition?

6. "New equipment is a frill" was indicated.

   Without adequate equipment it is difficult to accomplish the task at hand. Perhaps the equipment could be purchased a little at a time.

7. Closing with the statement: "I expect you to do better next year."

   This is an implied threat. If you were the store manager, you still wouldn't know what was expected of you next year. How much does the union director expect salaries and inventory to decrease? What sales expectations does he have for next year?

As can be seen from this exchange, verbal evaluations can be very uncomfortable for both parties and can result in confusion about what is expected.

In checking with 15 colleges, both private and public, I found a variety of evaluation instruments. Some did not use any instrument for the professional staff but did for their support staff. Others were required to use the college's format. All indicated they were not satisfied with their evaluation instrument and wished a better form were available.

A sample evaluation listing criteria taken from evaluation instruments used at other colleges along with sample scoring levels colleges were utilizing is below.

Sample evaluation categories

Knowledge & skills	Quality of work
Planning	Quantity of work
Organizing	Job knowledge
Problem solving	Reasoning
Decision making	Dependability
Oral communication	Adaptability
Interpersonal relations	Taking action independently
Written communication	Attitude and cooperation
Delegation and supervising	Initiative & resourcefulness
Subordinate development	Resource management
Work habits	Contribution to overall goals of department/division
Potential	Professional development
Attendance	Relationship with people
Analytical ability	Administrative ability
Ability as supervisor	Commitment to affirmative action

Sample scoring levels

Performance at unacceptable levels; performance meets requirements; performance substantially exceeds requirements

Needs improvement; performance standards; exceeds performance standards

Excellent; very good; fair; unsatisfactory

Chapter 4: College of Education

The language of leadership

Alison Breeze-Mead, Kennesaw State College

Leadership, like all forms of human interaction, has its own language and its best practitioners often exhibit similar qualities. Familiarity with the language of leadership focuses on a student's perception on the qualities that constitute leadership, the leadership qualities the student possesses, and those the student needs to develop; and assists the student in clearly communicating vision to followers.

Student Leadership Kennesaw, the leadership development program for students at Kennesaw State College, has a structured activity that introduces students to the language of leadership. In a large group, each student is given a slip of laminated paper with a word that describes an aspect of leadership. No two slips are alike. Without looking at the slip, each student pairs with another student. In these dyads, the students read their partners' quality of leadership, and then assist their partners in guessing the quality through hints and descriptions, without using the specific word. After one partner successfully guesses, the dyad works on the quality word of the other partner. When each dyad is finished, they return with their slips to the large group.

The facilitator explains each student is now an expert on the quality of leadership he holds. Each student is asked to tell the group his quality and to describe how he applies this quality in his leadership. The word he holds will represent something with which he has experience or it will represent a challenge he must face to develop his leadership.

As each student speaks, the facilitator creates a list of the qualities on a flip chart. Other students are invited to add to the definition for that quality or to share their experiences and observations on that quality. When all students have shared their qualities, the group has developed its own vocabulary of leadership.

This activity focuses the group on the ways leadership may be displayed. It gives encouragement to those students who have difficulty seeing themselves as leaders by expanding their recognition of the qualities that constitute leadership. It presents a challenge to the students to work on aspects of leadership for which they lack expertise. In the vocabulary list used by Student Leadership Kennesaw that follows, it is possible for each student to find at least one quality she can model for others and at least one that challenges her to grow in her leadership.

A follow-up activity

For this second exercise, the facilitator asks each student to list the 10 qualities that describe his or her leadership. After introductory remarks about the importance of having a leadership vocabulary, the facilitator asks each student to cross off the five qualities of leadership that are least important. After further comments on leadership, the facilitator asks the students to cross off the three least important qualities of leadership on their lists. Now each student has two qualities

Leadership vocabulary

Adventure
Achievement
Anchor
Ambiguity
Active
Authenticity
Anticipation
Autonomy
Adversity
Alliance
Action
Balance
Belief
Clarity
Compassion
Creativity
Courage
Communicate
Candor
Competence
Character
Conscience
Curiosity
Conception
Change
Constancy
Congruity
Community
Conviction
Cooperation
Celebration
Concentration
Conflict
Carving
Delight
Dreams
Deployment
Devotion
Diversity
Daring
Discovery
Detachment
Education
Encourage
Enthusiasm
Efficiency
Experience
Exploration
Energy
Emulation
Empathy
Expectations
Empower
Freedom
Faith
Flexibility
Forgiveness
Future
Grace
Growth
Global
Honesty
Humor
Heart
Hope
Humane
Inspiration
Integrity
Integration
Independence
Imagination
Initiative
Innovation
Intuition
Interactive
Just
Judgment
Joy
Knowledge
Love
Listening
Learning
Maturity
Mentor
Mediation
Negotiation
Openness
Options
Optimism
Power
Peace
Passion
Purpose
Patience
Preparation
Perception
Perspective
Persuasion
Proactive
Process
Proportion
Participation
Question
Quality
Responsibility
Reflection
Reliability
Renewal
Readiness
Risk
Strength
Surrender
Simplicity
Spontaneity
Strategy
Surprise
Serendipity
Transformation
Tenderness
Trust
Tolerance
Truth
Uniqueness
Understanding
Unity
Vision
Validation
Wisdom

remaining. Of the two remaining qualities, each student is asked to carefully select the least important of the two.

The word that remains on each list is the most important quality of leadership for that student. Each student is asked to share with the group that quality and explain why it is most important, and how he uses that quality in leadership. Each time I've conducted this follow-up activity, the leadership quality that is chosen by the most participants is communicate.

This exercise would be a good follow-up activity later in the year, or the workshop, after the students have had their introduction to the language of leadership.

The leadership vocabulary

This list (page 31) includes those qualities of leadership I have identified in the literature on leadership. I added more as my understanding of leadership increased. When using this list for the language of leadership exercise, the facilitator may randomly select the appropriate amount of words, or may intentionally select those that most impact the group.

Women and college unions: Present and future

Kim Savage, University of Illinois at Chicago

Think tank participants:

- Karla Blank, St. Cloud State University
- Joyce Drew-Macek, University of Illinois
- Denise Galey, Western Oregon State College
- Coral Gilbert, Northwestern University
- Mary Godlewski, Central Connecticut State University
- Michelle Grimaud, Texas A&M
- John Jurnigan, University of Florida
- Ryck Luthi, University of Utah
- Joyce Mason, University of Illinois at Chicago
- Karen Pitts, University of Illinois at Chicago
- Linda Stitt, University of Wisconsin
- Ngozi Ukeje-Mboto, Rutgers University-Livingston College
- Lori Varlotta, University of Pittsburgh-Bradford
- Wayne Woods, Kirkwood Community College

The Association of College Unions-International is committed to the concerns facing women professionally and academically. Since the establishment of the Commission on the Status of Women in 1972, the Women's Concerns Committee has been charged with providing leadership in developing programs and projects that benefit the women in the Association, as well as serving as a resource for the membership.

This session grew out of a need to re-establish and reaffirm the premise on which the Women's Concerns Committee was constituted. The committee's agenda was in need of focus and a dialogue needed to be established regarding the status of our professional environment.

The Think Tank was held on Monday, March 25. During the session issues emerged that will drive the committee agenda. The topics that were introduced included information gathered by regional coordinators at focus group sessions held on the regional level, as well as input from the whole group. The issues are not new nor are they new to women in ACU-I. Next year we will have attained 20 years since a Commission on the Status of Women was instituted, yet many issues exist.

The discussion generated many ideas and issues. The discussion focused on work place issues and creating a link between association activities and the work place. The major issues were networking/mentoring, child-care needs, pay equity, and gender communication differences.

The importance of affirming feminism as a part of the committee's agenda is vital to the success of women in ACU-I. The word threatens men and women although most of us agree with the basic concept—equality. Education of the membership to overcome negative response to the "f" word is necessary to move ahead.

In addition to the major problem areas identified below, it was the consensus women need to speak with a unified voice. Establishment of a stronger network for coordinators, providing more leadership for regional program development, educating the leadership on issues, and developing a mentoring/networking program for women are vital to the strengthening the voice of women in the Association.

Five problem areas affecting women in the Association were identified and presented for reaction. (See page 33.) Each problem area was presented with a strategy and potential benefits from resolution.

Participants who attended the general session on March 27 reaffirmed the importance of the issues as outlined. The Women's Concerns Committee will focus its work on these five areas to develop appropriate programs and services which address these needs. An action plan and time table will be established to address these issues.

Five problem areas affecting Association women

	Problem	Strategy	Benefits
1.	Limitations on women to participate in professional activities due to family responsibilities	Offer affordable on-site child care at regional and annual conferences	Will benefit all professionals with children to spend more time with family, education of children about the work place, meet family obligations
2.	Continued lack of sensitivity to women within professional arena	Develop a workshop to be presented to leadership at regional and international levels	Will improve climate
3.	Under-representation of women in higher levels of union administration	Develop a women mentors' program and networking opportunities	Will assist women to identify skills/preparation/strategies needed to advance
		Develop a dual research agenda to identify career path needs and women's attitudes	
		Offer more educational sessions designed to prepare women for work in operations	
4.	Differences in gender communication styles	Develop educational programs at regional/annual conferences	Will break down communication barriers
5.	Continued issues surrounding pay equity	Work with affirmative action officer and Central Office staff to continue to provide accurate salary information by gender	Will identify inequities

Some reflections on graduate education

Four complications

George J. Preisinger, University of Maryland-Baltimore County

Despite our being warm and wonderful people, we must admit also to being a somewhat strange and motley crew. Gathered at our hearth are thousands of people of differing genders, colors, and cultures. We encourage divergent educational backgrounds and areas of functional expertise. We embrace business persons and bowlers, hoteliers and housekeepers, poets, and politicians. Then, we diligently strive to forge a common perspective.

There are at least four complications we face in preparing ourselves to meet that challenge successfully. The first involves delineating *what* we are. Relish with me, if you will, Ted Miller's wonderful, soon-to-be-published, somewhat lengthy, but nearly perfect description of the problem:

> *The fact that student affairs practice is extremely complex, is rapidly changing, is expected to provide multiple and varied applications, is influenced by a number of newly conceptualized developmental and management theories, and requires its practitioners work for institutions of higher learning rather than being self-employed, faces the profession-at-large and its preparation programs with a dilemma. Because of these complicating factors, there is no single best education to prepare all entry level practitioners for the field. Some positions call for high levels of interpersonal advising skills while others call more for competent administrative leadership and management. There is a need for institutional research and program evaluation on the one hand and environmental intervention strategy planning and implementation on the other. Some programs call for special knowledge and skills in small group practice while others require high levels of individual counseling competence. Some situations demand the capacity to instruct and coach students and staff while others require high levels of individual counseling competence. Some situations demand the capacity to instruct and coach students and staff while others specify the ability to personally operationalize theory into practice. Budget analysis and planning, resource management, report writing, oral presentations, enrollment management, organizational development, strategic planning, data base development and management, comprehending paradigmatic shifts, and a multitude of varied functional responsibilities are all part and parcel of student affairs practitioners' baggage. In effect, there are many more areas of expertise demanded than any one individual could possibly become adept, even with a lifetime of continuous education.*

I describe Ted's description as nearly perfect because, when applied specifically to our branch of this schizophrenic field, we can add still more functions: arts management, multi-cultural programming, facilities and technology management, hospitality services, retailing, personnel and volunteer management, and recreation.

In their attempts to cope with this dilemma, the groups involved with establishing professional preparation and accreditation standards saw the dilemma. They found it necessary to set up three areas of emphasis within student affairs graduate programs: counseling, administrative, and developmental. Under the circumstances, I must agree with Miller's belief that our best hope for graduate education programs is that they establish for our professionals a solid theoretical base and, perhaps, one or two areas of special competence.

This leads to the second complication: *who* we are. The Task Force 2000 interviewed a random sampling of those of us attending the 1989 annual conference. They developed, among other interesting outcomes, a mosaic of our education backgrounds that reflected the eclectic nature of our work. It seems business, speech communication, and studies in the arts were the prevalent undergraduate majors. Naturally, our scope of interest narrows when it comes to graduate work, but we still play multiple choice. Here we find counseling and student personnel predominate, with educational administration following at a distance. When we compare this range of graduate preparation options with those of other professions such as law, medicine, engineering, we need not wonder why we struggle with this issue.

Let's complicate the issue a little further by looking at the composite of positions we have available. Our 1990-91 *Staff Salary Survey* listed 21. Even when we cull the list to eliminate those that are separated merely by level of responsibility—associate or assistant directors, for example—there still remain numerous specialties. Those areas of concentration range from general administration and finance, through programming and arts management, merchandising and marketing, food and hospitality services, to housekeeping and maintenance. Many individuals in those positions are equally or more concerned with their particular area of expertise as they are with higher level college union—student activity purposes.

Our problem, as opposed to other student affairs areas or professions, lies in developing graduate programs that allow practitioners to blend educational/developmental theory with other professional skills and talents. Generally speaking, our needs *are* different. For example, although programming holds a central position in residential life operations, those programs generally don't involve concert facilities and productions. And, let's face it, a dentist typically doesn't hire a potter to prepare fillings.

Graduate programs and related standards, themselves, present a third complication. Concern exists as to whether existing programs offer even the basic education and training we require. Several years ago, Jan Carlson discovered that of the desired skills listed most frequently in position advertisements none were matched by areas of concentration within counseling/student development graduate programs. In examining standards for doctoral programs, Beatty and Stamatakos highlighted the inherent problem, noting the difficulty of setting criteria to be met by every student preparing for a complex interdisciplinary profession.

As recently as 1986, The Council for the Advancement of Standards For Student Services/Development Programs published standards and guidelines for master's level study. They should have a positive impact on program improvement. Missing, however, are standards dealing with the areas of communication and marketing, leadership, facilities management, community service, global economics and ecology, programming and the arts, and international cultures—all areas of present and future concern.

Despite the existence of standards, and especially in light of their limitations, the distinct possibility remains that any given program would not meet the specific needs of a college union/student activity professional. As CAS admits:

> *While the standards are intended to define the characteristics of programs of quality, they are not to be interpreted rigidly.... It is recognized and appreciated institutions need not address all three areas of emphasis [student development, administration, counseling] and should offer a particular programmatic emphasis only when the necessary talent and resources are available.*

This all means, therefore, our present and future staff members must identify programs that offer the emphases they require, as well as practica, internships, and specialized courses that fulfill their functional needs. And, since many staff members pursue graduate studies while employed, their programs must be geographically accessible.

We now face complication number four. As our profession and student affairs, in general, have grown, more universities now offer graduate programs. Between 1970 and 1986, the number of programs increased by 28. Unfortunately, the problems related to the already-described myopic nature of those programs is exacerbated by the fact resources have declined. A survey conducted jointly by ACPA and NASPA in 1989 found despite the increase in programs, the number of full-time faculty involved decreased. Virtually half of the programs reporting to their survey had *no* full-time faculty. During the same period the number of students completing master's, specialist, and doctoral programs declined nearly 20 percent. This situation does not bode well for our chances of adding the course work required by our professionals.

This brings us to the point of responding to these four issues. Large complex institutions typically are unable to respond to situations quickly. If we hope to make an impact on the graduate education and professional preparation of our practitioners within the next decade or two, we must assume greater responsibility for our own destiny and exert unusual efforts to that end. Doubtless such action will be painful, but we can start from things already in place. The following suggestions might help:

1. The Task Force 2000 recommendation an interassociation study commission examine and recommend curricular reforms for graduate programs should be pursued with vigor.
2. Stimulate that process by delineating the specific areas of concentration required by our Association's professionals and proposing specific related curricula.
3. Encourage an interdisciplinary approach to graduate programs, importing faculty and course work from other disciplines.
4. Develop a contemporary marketing strategy and package geared to attracting students to student affairs or college union/student activities professions.
5. Review and augment where necessary the curriculum of the Indiana Professional Development Seminar to include topics such as arts administration, community building, and community services.
6. The Task Force 2000 also recommended regions offer Indiana Professional Development Seminar-type programs each year. Cadres of regional professionals would be trained by ACU-I to present consistent programs. I suggest we consider two additional variations on that theme:
   - Broadcast the IPDS via satellite to regional or area receiving centers. Why not provide "the real thing, Baby?" This approach could also include international members while providing technology training.
   - Establish regional summer professional development colleges taught by regular full-time faculty from various disciplines. Seek both accreditation and credit.

     (This alternative and the inter-disciplinary approach discussed above might begin the bridge-building process between academic curricula and out-of-class life.)

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Greater accountability in higher education

Thomas E. Matthews, SUNY Geneseo

Increasingly there are calls for greater accountability in higher education. More emphasis is being placed upon credentials and graduate preparation. What are the current trends in graduate preparation?

Learning through extended internships

Our perspective on graduate education preparation for the college union and student activities profession is most often based on personal experiences. In the mid-'60s there were few graduate programs available to train people in our field. The SUNY Albany program in student personnel was created to train staff to fill student affairs positions in the rapidly expanding university system. The program was a 14-month program and it was free with a stipend. The program provided a sound introduction to counseling and student personnel services and it incorporated a year-long internship on a SUNY campus. It was a practical program designed to rapidly produce trained people to fill the large number of available student services jobs. It lacked the sophisticated theory-based courses currently available. The student development concept had yet to be coined and there were no courses on the history or administration of higher education. The program was later transformed into a counseling program and was eventually dropped from the graduate programs at SUNY Albany.

Competency-based training

In the mid-'70s the accountability movement in education had gained a foothold in the schools of education and competency-based programs dominated all of the education training at many universities. The University of South Carolina offered the opportunity to work with and teach the students in the NEC/USC Graduate Program in Student Activities Program Management. This cooperative program was designed to train students in the knowledge and skills needed in the student activities field.

The NEC Graduate Committee, composed of professional staff in the college union and student activities field, developed an extensive list of skills and knowledge required to be successful in the profession (NEC, September 1973). The list of 37 competencies was later reduced to 20. Training students in both the practical and the theoretical aspects of their profession was emphasized.

At the same time the doctoral program required a personal design for the graduate program and the development of competencies that would become part of the program and course work. The concept of competency-based education made sense for its practical applications but it died a quick death because of the time and effort it required of both the faculty and the students. There was an enormous amount of paper shuffling that was not productive.

The NEC/USC Graduate Program in Student Activities Program Management was eventually dismantled. One of the critical problems was the extensive set of competencies that could not be completed in three or four years let alone during the two-year master's degree program. The paper work and the set of expectations were too extensive to fit into a master's degree in student personnel. These problems do not diminish the concept of skills and knowledge needed in the field. If the profession ever requires certification, the groundwork has been laid.

Observations on current training

Most of the current master's degree preparation programs have one or more of three major emphases: student development, administration, and counseling that reflect the three basic dimensions of the professional practice in our field (Saddlemire, 1987). There are other programs related to the college union and student activities profession such as arts management, recreation management, and business administration. All preparation programs should, according to the Council for the Advancement of Standards for Student Services/Development Programs, include course work in human development theory and practice, higher education and student affairs functions, research and evaluation, and specialized course work appropriate to practice in different settings (CAS Standards, 1986). The Council also recommends all programs provide experiential learning opportunities through assistantship/internship assignments and the use of additional practica.

The standards make sense and the approach is logical and based on the student affairs profession today. Like any field of study or academic department, a program is only as good as the faculty who teach and direct the learning experiences. If there are sufficient quality faculty resources and ample opportunities for meaningful internships and practica, the students will be prepared. If not—we hear complaints often enough to be convinced some programs are weak and ineffective—the students will need to make up for inadequate preparation by learning on the job. While most people learn best by doing, we should expect those with master's degrees in our field to be prepared.

Evaluations of the preparation programs with regular assessment surveys to the alumni would help improve the weaker programs. If programs are not improved or adequate resources made available to support quality training then the programs should be eliminated. All too often weak programs are maintained because they supply cheap labor for an institution or the college union. We should speak up when we see these abuses; all of us are adversely affected by allowing such programs to continue.

Another interesting approach to professional development and training is assessing personal competence and creating a professional development plan. In their recent book *Future Perfect* (1987), Allen, Julian, Stern, and Walborn suggest graduate students, new professionals, and even seasoned veterans can establish their own plan for developing knowledge and skills needed to be successful in any profession including student affairs. The book should be suggested reading for every student considering the college union and student activities field and it should be read before they invest in a graduate program.

There are several well-known quality graduate programs that supply many of the students entering our field. Many of the programs have developed their attractiveness on the reputation of their staff. In that sense they are similar to many academic programs that base their reputations on a few well-known faculty members. Unfortunately, a change in staff through job changes or retirements, could diminish the supply line for our new professional staff.

Blackburn (1991) suggests the staff pipeline may be drying up at the very time large numbers of staff who began their careers in the late '50s will be retiring. The ACU-I *Task Force 2000* (1990) recommended professional recruitment, balanced preparation, and career development at all levels of our profession need our increased attention. Other related associations in the student affairs family such as NASPA have voiced similar concerns. Needless to say, we face a difficult problem recruiting and training new and competent staff for our field. We need to assure our graduate programs can provide quality experiences and training. Our work is cut out for us.

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Current trends in graduate preparation

William E. Brattain, Western Illinois University

> *An investment in knowledge pays the best interest.*
>
> *Benjamin Franklin*

Late on a hot Friday afternoon in midsummer, I had an opportunity to glance across my desk as I put materials into my briefcase while preparing to leave. Those of you who know me realize I am a quotation buff and one of my favorites sits on an end table in my office. It is by Benjamin Disraeli and says, "It is much easier to be critical than correct." As I prepared to write this article, I could not help but reflect on how relevant this quotation was to those of us who hammered out the original competencies of the South Carolina graduate program. This has certainly been true as I have worked with our programs at Western.

The reason several programs originated centered around the fact several of us in the field were not pleased with graduate education and its relevance to our field. We knew a lot of what we didn't like about graduate education, but when we began to develop the competencies, we found it was more difficult to come up with something that would rectify the situation.

The former UCLA coach, John Wooden, recently spoke on our campus, and I remember the portion of his speech that said, "Our real gratification in life comes from doing the difficult task." I have always cherished that experience of working with people like Don McCullough, Tom Matthews, Earle Blackmon, and others in hammering out those original competencies. Some of the tenets are still relevant today; some may not be. Developing a program that would have enabled someone to be certified in all of the areas would have been great, but would have required a five- to seven-year graduate program.

It has been gratifying to see the program continue and to see many of the graduates of that program contributing positively to the profession. I think at that point in history the program accomplished several goals. First of all, it let some graduate education departments know certain employers in the field were not happy with the present product, and it also said this brash young organization was willing to tackle the program. I do feel it has been a good model and measuring stick that has provided some ideas for other graduate programs. At this time, I still have some concerns and hopefully some suggestions about our graduate education.

The strength of American higher education rests in its diversity.

This is true of both graduate and undergraduate education. Our diversity has come in size, sponsorship, and a variety of other areas. Although we must be grateful to those colleagues who have developed educational models and programs, we cannot expect a single model or program to work for all of us. Individual institutions are much like individual personalities. They have diverse characteristics and we simply have to adapt models and programs to fit the philosophies and characteristics of our individual educational institutions.

Most of us have a profound impact on the graduate program selection of those students we advise, and we have an obligation to encourage them to explore many different options.

There is no question the vast majority of our students will still elect to choose college student personnel programs. However, I would hope we would be broad enough that we would encourage them to at least explore other alternatives. If we have a positive experience in our graduate education, we will be biased toward that institution and that discipline. I often find students who are unaware there are other options such as arts administration, leisure studies, public administration, and MBA's. All of these represent valid alternatives. People have been successful in our field with a variety of academic preparations.

A combination of both one- and two-year programs appears to be desirable.

I realize there is not agreement on this topic, and this is particularly true among those graduate programs in college student personnel. There is a tendency in graduate programs that do not have doctorates to turn the master's program into a terminal degree. A master's degree in CSP is not the equivalent to the MFA, yet I think programs are shaped by frustrated faculty members who wish they had doctoral students. More can be accomplished in a two-year program than a one-year program; however, all students do not come to us with the same background and experience. Arts administration and CSP programs are usually two years, but rarely do we find undergraduate majors in these areas. The leisure studies programs are not moving toward a two-year program, and MBA's vary depending on whether or not the students were undergraduate business majors. Another factor that needs consideration when a student is choosing a program is the student's financial status. Educators should not ignore such items as guaranteed loans. We find many of our students coming out of undergraduate school deeply in debt. With the salaries beginning professionals are paid, it will be a long time before they are able to pay off these debts.

There are other alternatives to consider. Collaborative efforts could be developed whereby students from one-year programs could be placed in internships at institutions without graduate programs. Tom Matthews ran an outstanding program at Geneseo for a number of years, and the professional accomplishments of his interns have been remarkable.

Some of our graduate students come to us after working in student activities for three or four years after obtaining their baccalaureate degree. They are obviously seeking a master's as an opportunity for advancement. One-year programs are a reasonable option for people who have already had many of the experiences that would be gained in the additional year.

We need to give students some "hands-on" experience in their graduate assistantships.

Employers want to know how the student has functioned in the work environment. They don't ask if the students have a good grasp of student development theory, Chi square and T tests, or philosophy of leisure. Some typical questions are: Can they manage a budget? How do they relate to other people? Do they command respect of their peers as well as members of the faculty and administration? Can they say no? Are they self-starters with a high energy level? Do they understand contract negotiations? Are they creative in their programming ideas? Do they enjoy working in the informal environment?

As much as I believe in the practical aspect, I am reminded students are at our institutions to pursue a master's degree. However, our students will buy into their assistantship much more than they do their academic program. Periodically, we have external evaluators come and evaluate our graduate programs at Western, and both our CSP and college union and activities administration evaluators have found fault with our graduate assistants spending too many hours in the union. It is a valid criticism and one we try to address.

A residence life experience need not be a union card to success in our field.

Please do not misunderstand. I have a great deal of respect for our colleagues in residence life and appreciate the contribution they make to the total educational program of our institutions. Some of our graduate educators, particularly in college student personnel, believe a residence life experience is an absolute requirement for success in our field. Increasingly, people are looking at college union and student activities administration as a career. Not everyone needs to be a dean or vice president of student affairs to be successful. However, it is certainly helpful when people from union and student activities administration move into these high level positions. There is nothing shameful about wanting to be a union director, a director of student activities, or a dean or director of student life; and this needs to be relayed to our graduate students.

Practica and internships can be valuable, but they also can be abused.

Unfortunately, in some institutions they become an inexpensive way to generate credit hours without paying for full-time faculty instruction. There are some areas graduate programs are endeavoring to cover with practica and internships that should be covered in formalized course instruction. Additionally, some agencies are abusing the internships by using them to create cheap help. The internship must remain a learning experience, and should not be a substitute for hiring qualified professional staff.

There must be dialogue between graduate faculty and the administrators in the field.

This is particularly true of the ones who are doing the hiring. Professional organizations such as ACU-I should provide the forum for such dialogue. Those of us in administration should teach and accept adjunct appointments when appropriate, which will give us the opportunity to interact with our own graduate faculties. We must be forceful enough to be critical of graduate education. When we feel it is wrong, we should express this. There will always be a degree of creative tension between the practical and the theoretical.

Student and alumni evaluations are important to the development of quality graduate programs.

(I often joke with our own graduate students and alumni, reminding them that all of us have been critical of our graduate educations since the Middle Ages.) Alumni evaluations can be especially important, because people often change their perceptions of what is important after they have worked a few years. After I had been in the field a few years, I can recall thanking my CSP and recreation professor for covering certain areas and making me complete some projects I had questioned as a student.

I believe there are still some "gaps" in the knowledge and course work in many of our programs.

I hope more attention would be given to these "gaps" in the future. They include fiscal management and/or budgeting, marketing in the non-profit sector, organization and administration of intramural sports, organization and personnel behavior, arts administration, public relations, program development and supervision, college union or facility administration, and human resource management. Not all of these can be included, but I am concerned about the lack of fiscal management courses. Employers want candidates who are knowledgeable in this area. Because of this, students should be prompted to venture outside their departments. Institutions need to be less concerned about generating credit hours and more concerned about the total education of our students.

Finally, professional organizations need to find ways to continue to address the issue of graduate preparation.

At best, our efforts have been sporadic, and we have tended to polarize on given issues. We are waiting for this model to be completed. Are we going to be in the graduate program business, etc.? The quality and viability of our graduate programs will have a telling effect on the future of our profession.

If a professional organization is unwilling to address these issues, it is going to find itself in difficulty. It is easy to say we should embrace a variety of opinions; however, it is difficult to implement this. We tell our student programs boards we need to learn to reject an idea without rejecting the person, but we don't always do this very well in our professional organizations. We want to surround ourselves with people who agree with us. There is a principle of management that states if everyone in an organization agrees all the time, someone may not be needed. Victor Hugo, the great French author who led the romantic movement in French literature, stated, "No army can withstand the strength of an idea whose time has come." All of us want to change society, but no one wants to change themselves. How many times in our careers have we embraced an idea we were not excited about when it was first presented?

Our Association continues to emphasize graduate education in terms of both resources and volunteer leadership. We need to continue to generate publications, program sessions, and recommendations. We could use some "think tanks" on issues. One of my most meaningful experiences in a 25-year career was participating in a "think tank" sponsored by ACU-I several years ago in this city. Seven professionals from divergent backgrounds met for several days to address the topic "What Business Are We Really In?" The chance to interact, to argue, to compromise, and to come up with the joint paper was a great experience. We must continue to embrace diversity, yet strive to incorporate those common components in our graduate programs that are so critical to the future of our profession. We have devoted an at-large position on the Executive Committee to address this subject. We need to support his efforts.

> *"If you realize you are not so wise today as you thought you were yesterday, you are wiser today."*

The dumb little things that we do and don't do that kill us

William E. Brattain, Western Illinois University

The great American author and humorist Mark Twain stated, "We need to be reminded more than we need to be taught." Most professionals in college unions and student activities have the technical knowledge but simply fail to do and not do some basic tasks that have a negative impact and telling effect on the success of their program's services and their image within their institution.

Most of what I have to say you will have heard before, but I hope we can present it in such a way that we will go back committed and avoid some of these little pitfalls.

Keep in mind I am coaching myself as much as anybody else because I have as much—if not more—problems with these issues than you.

1. *We don't report up very well.* I have had the opportunity through a 25-year career to travel and to visit a number of college unions and student activities centers. Several years ago I was granted an administrative sabbatical leave and had an opportunity to intensify those visits during a six-month period. I can say without question the college unions that are well-recognized throughout the country are those who have won the support and understanding of their central administration. You can exist for a few years without it, but it is central to our success.

This is something very pragmatic but something we don't talk much about in graduate school. We need to develop effective ways of reporting up to our dean, vice president, business manager, or other administrative officials. We need to be particularly concerned we share with them our successes as well as our problems. This came home to roost to me during the year I was serving as chairman of the NACA Board of Directors (then NLC), and I received a note from my vice president telling me our director of residence life could be helpful to us in obtaining entertainment acts for our coffeehouse. After calming down I analyzed this situation and became aware of the fact this other administrator was doing a masterful job of sharing the successes of a residence life run operation with the vice president. We had assumed he knew about our successes and similar programming since we had been doing it for many years. But the assumption was wrong. Some dos and don'ts in reporting up may be helpful.

- Do understand the total institutional perspective and pressure involved and different publics on presidents, deans, and vice presidents.
- Do inform your supervisor. When in doubt inform, particularly when it involves legislators, board members, or public officials.
- Do make friends and establish rapport with your supervisor's secretary.
- Do study your supervisor. Learn timing—when to discuss sensitive issues and when to push for an answer. Let he or she know your talents and abilities.
- Don't push for an answer unless you are prepared to accept no.
- Don't engage in the mind-set of let me tell them yes, make the boss tell them no.
- Don't sabotage a decision that goes against you. Wait for your time and bring it up in an appropriate manner.

2. *We do usually have goals and objectives, but we don't always use them to guide our activities.* Most institutions moved into the MBO business several years ago, so most of us are required to do yearly goals and objectives. We also may be required to do shorter and longer range goals and objectives. But too many times, I fear, these are used only to satisfy the requirement for an annual report, and they don't have relevance in guiding our day-by-day activities. Goals and objectives

quirement for an annual report, and they don't have relevance in guiding our day-by-day activities. Goals and objectives should be clearly defined and should be shared with student volunteers or other staff members who are to assist in their accomplishment.

Goals and objectives need to be stated in such a way we can measure whether they are being accomplished. Perhaps one of the best examples of this involved President Kennedy and the National Aeronautics and Space Administration. Prior to the 1960 election a goal of NASA was to achieve world superiority in space travel. After the young senator from Massachusetts was elected president you may recall he said within a decade we would send an individual to the moon and return that person safely to earth. A whole management book was written about how this definable goal set into motion a number of sub-goals. The whole space program was turned around once a clearly definable goal had been stated. If we don't know where we are going, we can't expect to lead others.

3. *We don't always have a positive mental attitude.* William James became one of the most widely read American philosophers of the 1900s. In his later years James turned to psychology. James believed every person must make up his or her own mind on issues of human life and destiny that cannot be settled on specific grounds. James wrote in a famous essay called "The Will to Believe 1896." It states if we believe in the possibility of some future event taking place, this belief increases our power to help the event happen when the time comes for action. In other words, we can alter our future by altering our thoughts. Our thoughts do have a great deal to condition how successful we will be in the future.

The writer Huxley wrote that "the secret of genius is to carry the spirit and enthusiasm of youth into middle and old age." If you don't believe this, watch little children at play. My wife is a first-grade teacher and I am always amazed at the enthusiasm the children show when I visit her classroom. The writer Henry David Thoreau stated "nothing great was ever accomplished without enthusiasm."

Think of someone you admire. Visualize that individual. If I were psychic and could read what you are thinking, in most instances you would be thinking of someone who has a very positive attitude about what they do and that attitude is infectious to other people. If we believe we can, we more than often can. A person is as happy as he makes up his mind he is going to be. We need not just complain or gripe but to express this to someone who can do something about it, and we must offer some positive alternatives to alleviate the situation.

4. *We do allow tension and nervousness to take over, and when we get overwrought we really don't function very well.* Nervous tension is probably one of the country's most severe problems and it is certainly one of the most detrimental negative factors on human productivity. When we are nervous and tense, we react in an emotional way rather than to think through problems.

We need to learn how to be at peace with ourselves. There are reasons for this. We are now holding conferences for college administrators on campus suicide. We take 30-million sleeping pills each night in this country. We do need to learn how to relax. My wife chastises me that people involved in human services, particularly in recreation, don't practice what they preach. We need to learn to relax, to exercise. There is nothing that relieves stress more than exercising, jogging, walking, and swimming. We need to make mental breaks and think of some tranquil place that brings back pleasant memories.

Former President Harry Truman was asked how he dealt with the pressures of the office. He indicated he would think of going into a foxhole in his mind. The term foxhole is a term from the military where soldiers would crawl to escape the bullets of the enemy. When President Truman found it rough, he would simply think of the most serene and pleasant memories. One can just see old gruff Harry Truman wandering around in the foxhole of his mind. It has been said that our problem is we work at our play; we worship our work and we play at our religion. We do need to learn how to relax. We could be more effective.

5. *We don't always delegate; sometimes we just assign work.* Why do we have so much trouble here? Too many times we feel we have the pipeline to all the answers. We need to allow people to grow.

One of the most difficult problems as an administrator is to know how to balance, when to step in with, when to leave the situation alone. We can get into difficulty at both ends of this spectrum. I have seen managers that were in constant trouble because they couldn't leave the organization alone and let it function. I have seen others that let things get out of hand when they could have been corrected at an early stage.

It is imperative we clarify our expectations and let people know what is expected of them and then turn them loose and ask that they keep us informed. Keep in mind the people will do the job about the same, a little worse, or even a little better than you will. They will certainly do it in a somewhat different manner. If we allow people to participate in the decision making, they will have an identity with the organization. It is an important purpose of our organizational structure to actually prepare people to replace us.

6. *We do forget to say the two magic words: thank you.* When we survey what is important to employees or volunteers we continually find money is not at the top of the list. Appreciation always ranks near the top. The best people I have known who remember to say thank you have been the three presidents under which I served at Western Illinois University. If presidents have time to do this, then we should. With word processing equipment set up several short notes that can be personalized to individuals, or use handwritten notes. Thank-you notes could be sent to departments who have helped you, to subordinates for a job well done, to supervisors for appreciation; congratulation notes could be sent to students who won elections, to students for other personal achievements; and condolences could be sent for expressions of sympathy. Many of these go beyond saying thank you, but they are part of an effective public relations program. This is one thing we simply do not do enough.

7. *We don't always deal with our non-productive employees or volunteers.* We need to be honest about how these individuals are doing. It is very easy to reward the productive individual, and we are forced to deal with a non-productive person. That individual is usually removed because the organization grinds to a halt. We often fail, however, to deal with the people who are going at about 70 or 80 percent of their capability.

Some of my greatest help during my career has come from supervisors who corrected me in my behavior. Although I did not agree with them at the time, as I look back now, they were doing me a favor. A good example of this happened when I first came to Western and was having trouble getting along with a student organization. I was complaining to my supervisor and he indicated he thought at least half of the problem was mine. Feeling rejected, I went home and shared the information with my wife who agreed with the vice president. After some soul searching, I could see their point. Although I have experienced periodic disagreements with the organization over the years, we have always gotten along and enjoyed a very positive working relationship.

We need to learn that we reject ideas or behaviors. We do not reject individuals. Here are some suggestions for offering criticism to those with whom we work.

- Do it in private.
- Do it with a smile.
- Give praise first.
- Appeal to self-interest.
- Do it in a constructive way.
- End it with a pat on the back.

The following article is taken out of the January 1987 issues of *Bits and Pieces*. Telling people face to face how and where they are falling down on the job will never be pleasant. It can be a lot less unpleasant and more productive, however, if you remember a few fundamentals. First, *be friendly*. Try to help people help themselves—help them to be more successful in their jobs. Don't try to force better work out of them. *Be constructive*. Don't dwell on the past failures. Point out specific things you want them to do better and the results you want them to achieve in the future, the high standards you want them to measure up to. *Be honest*. Don't tell them they are better than they really are, or worse. Don't give them a false picture because you lack the courage to present the true one. *Be fair*. Don't appraise people poorly just because their work that day or that week wasn't up to par. Remember the good work they have done in the past. *Be just*. Appraise performance and results, not abilities. People tend to overrate their own capabilities, so avoid that area. Talk about specific actions, performances, and results on the job. *Be generous*. If people deserve a high rating, give it to them generously. Nothing will kill morale faster than doing good work and not getting credit for it.

8. *We do often talk too much and we don't listen well*. People who listen well are wonderful people. If you talk more than you listen, you are probably failing in your communication and you are probably boring people, too. Herman Wells, a long-time president of Indiana University, had the reputation for giving people who visited his office undivided attention. It was often said a student could spend five minutes or so in the president's office and had the feeling he was in there for an hour. We need to work very diligently learning how to listen. Establish eye contact and don't allow your mind to wander. If a person is angry or frustrated, allow them to talk and don't interrupt them. Summarize the points made after you have listened to them. If you don't have any ready solutions, they may well feel better just having a chance to talk to someone. Tell them you will get back to them at a later time and then follow through.

It is also important we communicate in language that can be understood. One of my chief concerns with a student affairs division is the amount of jargon we use. We think we will have instant credibility if we can come up with a new name for the same thing. Oftentimes this is perceived with humor by our colleagues in academic and business affairs.

The following example illustrates the point. It was graffiti on a wall at St. John's University in New York. "Jesus said to them, 'Who do you say I am?', and they replied: 'You are the eschatalogical manifestation of the ground of our being; the kerygma in which we find the ultimate meaning of our interpersonal relationships.' and Jesus said,'What?'"

9. *We do fail to always pick the best person*. Unfortunately, we pick safe people. Our whole search process is frequently too desiring to pick a person who will not rock the boat and who will not be a threat. If all people feel the same way, then most management authorities feel we probably don't need some of them.

Our wise colleague, C. Shaw Smith, said, "The reward for good work is more work." We need to be careful about also overassigning and burning out our good people. The good mark of any administrator or adviser is the ability to recruit and retain good people. We need to celebrate diversity by putting together staffs that coincide with this.

10. *We don't always hold our temper and we do allow ourselves to be resentful*. A wise person said hate is like acid. It is very dangerous because it destroys the vessel in which it is held as well as the thing in which it is poured. When we lose our temper, we usually regret it. Oftentimes things are said that take many months and even years to repair.

If we are angry or bitter about something, we owe it to our own personal health to try to resolve it. A continual haranguing about it doesn't help us and often the person who may be causing this may be unaware of our feelings.

Over the many years of my career I have made a practice of writing a few letters and then holding them for a day or two before mailing them. Writing the letter was actually therapeutic but I was glad a month or two later I did not mail the letter. Students and faculty and staff colleagues appreciate people who are calm under stress. We need to control these two aspects of our emotions.

11. *We do need to get up, dust ourselves off, and try again*. It is a tough world out there and all of us are going to meet with failure, disappointment, and frustration. The old desk sergeant used to say on Hill Street Blues, "Be careful out there." He was giving wise counsel.

Red Skelton, the great comedian, tells the story of going into a diner and asking for a bowl of chili and some kind words. The person waiting on him was rather abrupt and slid the bowl of chili and a spoon across the counter. Red asked about the kind words and the individual said, "Don't eat the chili."

How we deal with disappointment affects the success of our personal life as well as the success of our career and ultimately our department. In the 1987 NCAA tournament the eventual champion (Indiana) was behind Louisiana State eight points with three minutes to go. Some of you may have witnessed that miraculous comeback, won on a last second tip-in shot at the buzzer. In addressing the 17,000 or so students who jammed the Assembly Hall following the NCAA victory Coach Bob Knight told those gathered a lesson could be learned from that game. Our success will be gauged by how we react when we are eight points down with three minutes to go in life as well as on the basketball court.

Many of our great leaders have worked many years before achieving success. Martin Luther King experienced frustration after frustration before minimal progress was made in the Civil Rights Movement.

Coach John Wooden, the wizard of Westwood, coached many years before winning his string of NCAA championships that may never be equaled.

The inventor Thomas Edison experienced many failures in his experiments, and one of his favorite quotations was "Success is about 10% inspiration and 90% perspiration."

We all have our down times and difficult times. But the happy and successful individual is one who deals with adversity and moves ahead.

12. *We don't always read the territory.* We function in a very political arena and we need to learn how to negotiate, survive, and achieve in this arena. Unfortunately, we don't talk much about political pressures and how organizations function in our graduate schools.

We need to learn the unique characteristics of our own institution. After I had worked at Western about 10 years I got around to reading the history of the school. I should have read it the first week on the job. It helped me visualize some unique characteristics about the school and to understand them.

One of the biggest mistakes that very intelligent staff people make is to try to superimpose a program or service from one institution to another without proper modification. Two universities can look very similar, can be in the same state, but be very different.

Several years ago at the end of every year our Union Board gave humorous awards. At the end of my first year at Western, my award was the "At Indiana we did it this way award." In a very subtle fashion, or perhaps not such a subtle fashion, students were telling me Western Illinois University was its own institution. I didn't quit utilizing my ideas from Indiana, but I would simply say, "I hear another institution has tried this particular program—what do you think?"

We also need to learn the informal organizational structure as well as the formal one. It is fun to take a few minutes to draw the informal organizational structure. There may be an administrative assistant or secretary in the Physical Plant, who has been there for 30 years, who everybody knows you need to go through and win support before you can get the director to sign off on a project. Every institution has its own personality and bureaucracy; don't fight it. We need to learn not to fight it but how to navigate it.

Another given is the academic program of the institution will be given priority over other areas of the university. This is why we are in the business. It doesn't mean what we are doing is unimportant, but we need to keep an institutional focus and always be willing to live with the fact we are supportive to the academic mission of the institution.

13. *We do need to love people.* This may sound corny or more like a sermon, but I am convinced the people who have been instrumental as role models in my own career have been those who love people.

Love is a very rugged emotion that has been distorted by Hollywood and television. It is not just what you see on the soap opera, but is a strong emotion present during all of our lives.

I was attending a one-day seminar on human relations and a rough-cut salesman asked some hard questions about why some of the suggestions presented in the seminar would not work. The seminar director paused for a moment and asked the salesman if he loved people. "What do you mean, do I love people?" "Well, do you really care about the individuals you are trying to work with?" The salesman indicated, "You ought to try and deal with the bozos that I have to call on." Unfortunately, we may have this attitude about people with whom we work.

There are two examples I would like to close with in this area. One is from the movie "Hoosiers," a movie based on a real-life story of a 1954 small high school basketball team that won the Indiana state tournament. Before the team is about to take the floor the coach is having a final word with them and asks them if they have anything to say. One of the players indicates he would like to win for all the small schools who never got there. Another player wants to win for his father who is drying out in an alcohol sanitarium. A third wants to win for the coach. Just before they leave, the coach who has been a tough taskmaster during this entire season looks at the kids and says, "I want you guys to know I love you."

Another story centers around the great Babe Ruth. Babe was a hero to an entire generation but was trying to play beyond when he should have retired. He had been traded from the New York Yankees and was playing outfield, misjudged a couple of fly balls that resulted in his team losing a game. He was walking towards the dugout, chin on his chest, and the crowd was unmerciful. They were hissing and booing and shouting derogatory remarks at the great athlete. Suddenly, out on the field ran a small boy who ran out and threw his arms around the big barrel-chested athlete's leg. Babe picked the young boy up, gave him a hug, patted him on the head, sat him down, took him by the hand, and the two walked to the dugout. All of a sudden, the jeers stopped and a complete silence came over the ball park. Then slowly but surely the jeers and cat calls turned into tumultuous cheers. What were the people cheering? The love of a small boy.

We need love to be successful in our people business. There are common traits exhibited by successful leaders in almost every field according to Whitt N. Schultz, a career consultant and motivational expert. They are:

- They observe with application. They observe and absorb. They look at everything as though it's the first and last time they'll ever see it.
- They know how to listen—really listen! Listening is wanting to hear.
- They welcome ideas, urging others to bring their best thinking on a subject. They're open, responsive, sensitive, aware, and encouraging.
- They value time highly.
- They set regular goals, and expend their energies toward solving ways to reach those goals.
- They try to understand first. Then, and only then, do they judge.
- They always anticipate achievement, and they build on their strength.
- They know how to ask clear, courteous, and incisive questions. Questions are the creative acts of intelligence.
- They know how to organize their approach to challenges and how to immediately focus their total mind power on the relevant.

Effective leadership in the college union

Joel R. Zarr, Monroe Community College

Effective leadership in the student union. What does it take? What does it mean? How do you become an effective leader? What qualities are most essential? The topic leadership has been and continues to be explored, discussed, and examined almost inexhaustibly. Why? It must be attributed to the desperate need people feel for leadership.

Think about why some unions are moving forward and others are standing still, it is traced to the leadership at those unions. The great unions of yesterday, today, and tomorrow are those unions that have innovative, dynamic leadership.

A leader has a "compelling vision," such as Martin Luther King's "I have a dream." As leaders, we must not think only of today's challenges but of tomorrow's opportunities.

Theorist Warren Bennis, in a study of 90 top chief executive officers, tried to find a single trait common to the study group. He found each of the men and women interviewed had what he called, "compelling vision"—a capacity to understand not only their organization's basic purposes, why it existed, but also what it should achieve. It is a "compelling vision" that separates the great leaders from the not so great.

Leadership is "communication." A vision without the ability to share it with others will only stay a dream—a dream that has no ending. We have all experienced waking up before a dream ends. It is not rewarding; we wonder "how was it going to end." Learn to communicate, and you will not wake up in life with a vision without an end.

Communication is the teaching role of the leader. A leader must be able to clearly explain his or her ideas and then listen. Listening is not only verbal utterances of people, but also the nonverbal cues that are present in every human interaction.

About 100 years ago, a couple went to see Charles Elliott, the president of Harvard University, about a suitable memorial to their son's memory. The son had died on a visit to Europe. The couple told President Elliott about the death of their son and explained they wanted to give something to Harvard University as a memorial to his memory. Elliott looked at the unprepossessing couple with considerable impatience and a certain suggestion of aristocratic disdain. "Perhaps you have in mind a scholarship," he said crisply. The woman explained they were thinking of something more substantial, perhaps a new building. Elliott, with a certain patronizing air said, "That would cost a great deal of money. After all, buildings are very expensive."

There was a pause, then the lady rose slowly and said, "Mr. Elliott, what has this entire University cost?" Elliott shrugged and muttered a figure that amounted to several million dollars. "Oh, we can do better than that," said the lady, and she and her husband left. The following year, President Elliott of Harvard learned the plain unpretentious couple had contributed $26 million for a memorial to their son. The memorial was to be named *Leland Stanford, Jr. University*. Obviously, President Elliott had not listened, had not picked up on the nonverbal cues, and Harvard has never been the same since!

To successfully implement your vision after it is communicated, you must train and motivate others. Remember to create opportunities for people to win, you must empower them with the necessary authority and training by:

- telling a person what to do;
- showing a person what to do;
- letting the person try;
- observing performance;
- praising progress; or
- redirecting the person.

Good performance comes from leaders managing the journey, not just announcing the vision.

As a leader, you must have a well-developed sense of responsibility. "The buck stops at you!" Always ask yourself, "What could I have done differently to build a better situation to enable my followers to win?" Fix the blame, but quickly give others credit for successes. You are the leader, and with this comes the humility of not succeeding at times—it is your responsibility to accept the failures and to give credit for the successes to others. Remember, responsibility comes with the territory.

As you develop your visions,

- communicate them;
- train and motivate others to implement them; and
- accept responsibility, whether positive or negative; a great leader does it with integrity.

It is almost a dirty word today—what is integrity? We don't teach it, honor it, inspire to have it; instead, we preach the end justifies the means. Believe me—the means, if not integral, will come back to haunt you. We suffer today from a lack of moral leadership. It is discovered everyday—Watergate, E.F. Hutton, defense contract frauds, false degrees, and most recently—the savings & loan fiasco. Lack of integrity does eventually catch up with you. Leadership is, having a fine-honed conscience—a context for decision making. Winston Churchill said it well:

> *The only guide to a man is his conscience. The only shield to his memory is the rectitude and sincerity of his actions. It is imprudent to walk through life without this shield, because we are so often mocked by the failure of our hopes. But with this shield, whatever our destiny may be, we always march in the ranks of honor.*

As union leaders, we have rich opportunities to engage in many leadership roles. Characterize your leadership role by taking pride in striving to be a dynamic, energetic leader.

PRIDE is:

*P*ersonal
*R*esponsibility
*I*n
*D*irecting
*E*fforts & energy.

Take pride in being:

a visionary;
a communicator;
a motivator and trainer of others;
responsible;
a person of integrity; and
take personal pride in how you represent your union.
Credibility for your vision is determined by you!

Effective leadership does not come easy, but comes with a dedication to be the best we can for others and then for ourselves.

Teaching student leadership: Opportunities for development

Alison Breeze-Mead, Kennesaw State College

> *"It is true we cannot pinpoint potential leaders in advance, but we can give them opportunities."*
>
> *Abraham Zaleznik*
> *The Leadership Gap*

If we cannot predict accurately which students will be leaders while serving in an officer position, what opportunities should we offer to develop their competence as leaders?

My challenge during the 1988-89 academic year was to redesign the student leadership development program at Kennesaw State College with a focus on competencies that would be critical to success in student leadership roles. To determine the critical competencies, I started with a definition of student leadership and broke it into areas to study. Believing leadership is too complex to be mastered in a single retreat, I designed a timeline of student leadership development. Between these dimensions of content and time, I designed a framework that describes how students develop specific competencies of leadership. This framework was used to select and sequence the activities of Student Leadership Kennesaw.

This presentation reviews the results of my project. My definition of student leadership and its components was influenced by the literature on leadership, particularly the works of Bennis and Nanus, Kouzes and Posner, Hersey and Blanchard, Gardner, Allen and Siegel. Also, the content was influenced by the student development work of Chickering. My timeline of student leadership development was influenced by human development theories, particularly those of Erikson and Perry. Underlying both dimensions of content and time have been my observations of student leaders in action over the years I've worked in student activities.

Student leadership components

Leadership is the positive use of student resources directed toward a vision of what an organization can achieve. From this definition, I've identified four components: self-knowledge, interpersonal relations, organizational management, and purpose. Each component is a necessary part of leadership, and the most successful student leaders use each component.

Self-knowledge lets students know what they want their organization to be, act consistently with their values, develop self-acceptance, act with confidence and see choices, solve problems, and make decisions.

Interpersonal relations enables students to understand the hopes and fears of others, create an inviting atmosphere, enlist others in pursuing change, understand the abilities and willingness of followers, appropriately delegate tasks and provide support to followers.

Organizational management lets students create a firm structure to support the pursuit of vision, perform tasks effectively and efficiently, see how their organization fits into the college, utilize resources, information and relationships outside their organization and provide membership training specific to their organization's needs.

Purpose is a key component tying the first three together. Leadership is more than knowing oneself well, getting along well with others, and performing tasks well. Purpose lets students combine their hopes with their followers' dreams into a vision of their organization's future, persist in the pursuit of that vision, commit to using their leadership skills and style and seek to do the right things, not simply to do things the right way.

Figure 1 illustrates the interaction of these components to create leadership.

Student leadership timeline

The mastery of all skills occurs in a simple to complex fashion. Leadership skills are subject to hierarchical learning. Few students come into college as a master of the skills they'll need for their student leadership roles. Repeated experience, practice, and trial and error allow students to develop their leadership skills. For a timeline of student leadership development, I've designated four stages: initial, basic, advanced, and peer.

Initial student leaders have little or no awareness of leadership skills and behaviors. They are dependent on others in authority positions for direction; have limited awareness of personal values, beliefs, skills, and goals; have little or no awareness of the relationship between leader and follower; and have limited awareness of what is required to create and maintain healthy relationships. Additionally, initial leaders cannot recognize easily the position of their organization to others and the college; cannot easily perform or delegate tasks that are needed to keep the organization operating; have little or no awareness of what constitutes vision; and have a limited awareness of their own leadership skills and particular style.

Basic student leaders are involved in the discovery and practice of leadership skills and behaviors. They learn and apply decision-making and problem-solving skills; examine their personal values, beliefs, skills, and goals; learn and practice techniques in group dynamics; and learn and practice human relations skills. In addition, basic leaders learn about their organization's position and practice negotiation skills; learn tasks needed to operate the organization and practice delegation; learn about vision; and assess their own leadership style.

Advanced student leaders are able to apply what they have learned. They are able to perform all the leadership skills and behaviors they discovered and practiced as basic leaders.

Peer leaders have made a conscious commitment to use what they have learned about leadership. Peer leaders choose to consistently be the best leaders they can be. These students are not only able, they are willing.

Figure 2 illustrates the development of student leadership skills over time.

Development of student leadership competencies

The components of student leadership interact with the student leadership timeline to develop student leadership competencies. Each component contains two competencies that can be mastered by students over time.

To develop self-knowledge, students need to become competent in integrity and autonomy. They must be true to themselves and be self-directed. Those students who behave consistently with their expressed value system inspire trust in

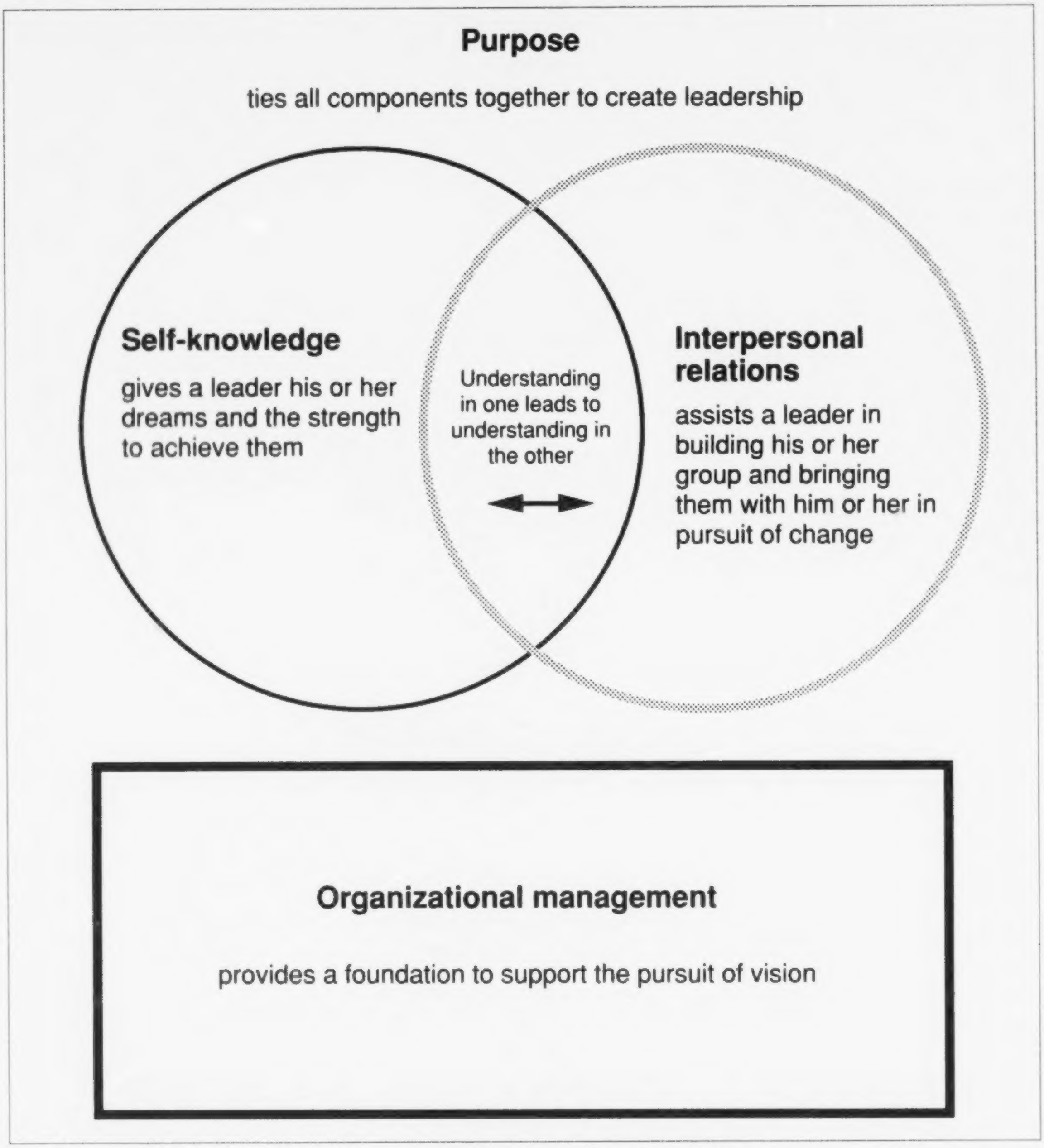
Purpose
ties all components together to create leadership
Self-knowledge
gives a leader his or her dreams and the strength to achieve them
Understanding in one leads to understanding in the other
Interpersonal relations
assists a leader in building his or her group and bringing them with him or her in pursuit of change
Organizational management
provides a foundation to support the pursuit of vision

Figure 1: Components of student leadership

their followers. Those who can act without an authority figure telling them what to do each step of the way can make the decisions necessary to move their group toward the goals.

To develop interpersonal relations, students need to become competent in group dynamics and human relations. They must involve their followers and use the human touch. Those students who assign tasks appropriately to followers and solicit followers' ideas into the group's vision are leaders who recognize they can't be leaders without followers. Student officers who create an organizational environment in which all students feel welcome, respected, and valued are exercising their power well and can maintain group membership.

To develop organizational management, students need to become competent in positioning and task effectiveness. They must see the big picture and get the job done. The effective student leaders know who to see on campus when their group needs outside help; how to get the funding their group needs; and steer their group through the maze of paperwork, policies, and procedures that exist on every campus. When student leaders are accomplished in positioning and can get their organization's tasks done without an undue amount of time and effort, then they have freed their group to concentrate on vision.

To develop purpose students need to become competent with vision and commitment. They must see the future and

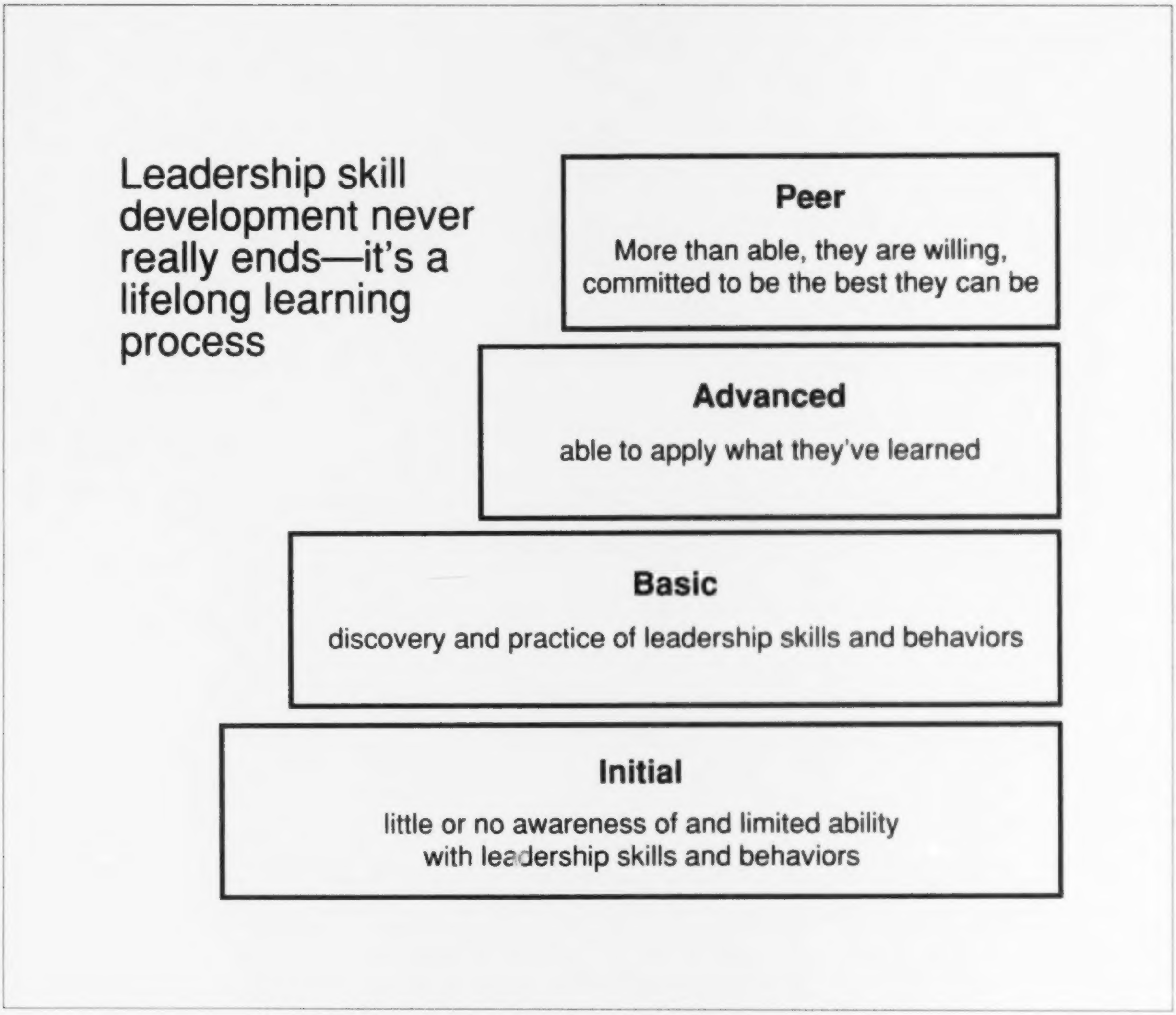
Leadership skill development never really ends—it's a lifelong learning process
Peer
More than able, they are willing, committed to be the best they can be
Advanced
able to apply what they've learned
Basic
discovery and practice of leadership skills and behaviors
Initial
little or no awareness of and limited ability with leadership skills and behaviors

Figure 2: Student leadership skill development over time

take leadership to heart. Those students who have combined their dreams and their followers' hopes into a clear vision and constantly articulate the vision to the followers empower their group to accomplish more than one student could do when acting alone. Those who commit to the pursuit of a vision and who consistently use all the competencies of leadership succeed through their persistence.

Teaching student leadership competencies

A student leadership program should cover all four components through the timeline. Start with raising awareness, move to teaching skills, and then provide opportunities for practice (see Figure 3). It is important all four components be covered to ensure the program is truly leadership development. If the content focuses only on organizational management, for example, it is management training and not leadership training.

Sample training topics to develop self-knowledge include decision-making skills, values exploration, the Myers-Briggs Typology Indicator and the Student Developmental Task and Lifestyle Inventory.

Sample training topics to develop interpersonal relations include interactive team building, situational leadership, communications skill building, and consensus building.

Sample training topics to develop organizational management include the on-campus governance structure, visits to the office of the board of regents or appropriate body, parliamentary procedure, campus policies, paperwork and procedures, as well as training specific to the organization's tasks.

Sample training topics to develop purpose include goal setting, the language of leadership, incorporating vision into leadership, and leadership and the use of power.

When providing leadership training for students from a variety of organizations, staff will find all these suggested topics will apply to all students, with one area of exception—the training specific to the organization's tasks. For example, program board students need to know how to negotiate with agents on the phone, while yearbook students need to know how to design and layout a two-page spread. They don't have to know the specific skills of the other group to be successful within their own group. But, they all need to know how to work well with other students. So, split them up for specific task training and bring them together for the other topics. This cross-group training in leadership bonds your campus student leaders together and saves wear and tear on the trainers!

Sample calendar to develop competencies

The content of Student Leadership Kennesaw is designed to cover the components over a three-year period. Students enter this non-credit program in the fall as initial leaders for one quarter of activities that raise their awareness of leadership skills and behaviors. They spend the rest of the first year as basic leaders, with an emphasis on interpersonal relations and self-knowledge. They may return for a second year as advanced leaders whose activities emphasize purpose and organizational management. If they commit to return for a third year, their peer activities will give them an opportunity to apply what they've learned previously. Each year, activities offer some opportunities for all stages to work and learn together and some that split them up.

- *September:* Student Developmental Task and Lifestyle Inventory assessment for all students. Provides an introductory assessment of initial leaders, progress assessment for advanced and peer leaders.
- *October:* Weekend retreat for all students. Leadership Style Inventory and situational leadership, language of leadership, interactive team building. Peer leaders assist as junior facilitators.
- *November:* Myers-Briggs Typology Indicator assessment for initial leaders. Workshop on leadership and the use of power for advanced leaders, student development theory, and peer mentoring for peer leaders.
- *December:* Social for all students. No workshops scheduled since finals held first week of the month, followed by the holiday break.
- *January:* Initial activities end; basic students take part in communications skill building. On-campus governance structure session for advanced leaders. Peer leaders are matched with a staff or faculty mentor.
- *February:* Basic students attend a workshop on group dynamics. Advanced students visit the board of regents and capitol building while the legislature is in session. Peer leaders continue with the mentor program.
- *March:* No activities are scheduled since winter finals are held early in the month and followed by spring break.
- *April:* Values exploration and decision-making workshop for basic students. President leads a session on incorporating vision into leadership for advanced students. Peer leaders assist in planning for the following year.
- *May:* Overnight retreat for all students, with emphasis on developing positive human relations. Peer leaders assist with facilitation.
- *June:* Cookout at the home of the president for all students. Certificates presented to students who attended all of their programs during the year.

Summary

The framework provides a guide to select and sequence the content of a student leadership development program. The sample calendar can be reworked to fit the needs and budget of a particular campus. Outside facilitators are great when affordable because their comments and expertise motivates students. We can also look for facilitators within our staff and faculty as well as the local community. An ongoing leadership program will eventually produce alumni who can come back to share their experiences with the students.

The framework can be part of the program content, taught to students so they have information on the development of leadership and can become partners in their leadership education. The framework can be used to assess student leaders' level in handling a particular competency and then to tailor an activity to develop that competency.

Keep in mind that this framework, along with other models of student leadership development, can only provide opportunities for students. It is up to the student to make the commitment to be a leader.

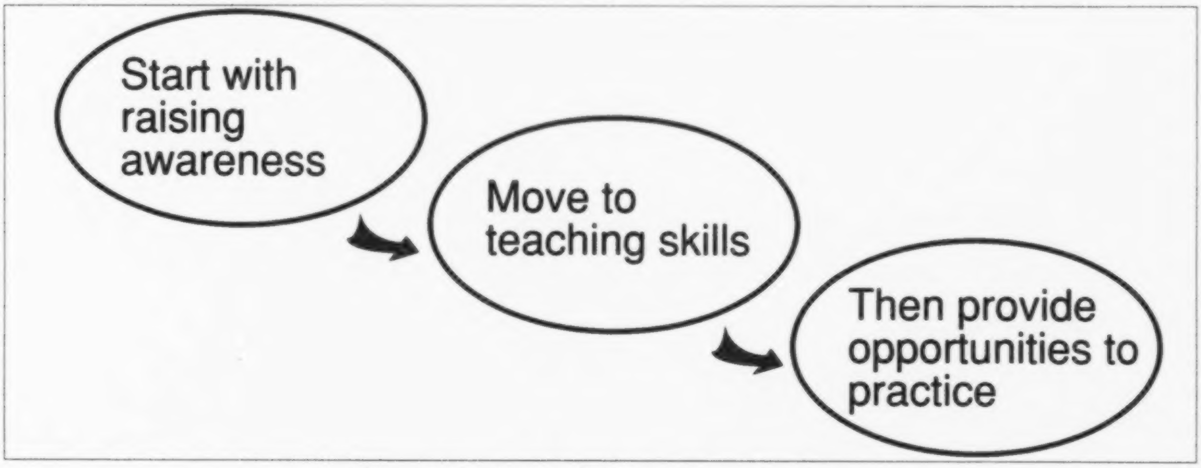
Start with raising awareness
Move to teaching skills
Then provide opportunities to practice

Figure 3: Student leadership program structure

Chapter 5: College of Engineering

Let's talk trash: How to start a recycling program on your campus

Mark Panatier, University of California-Los Angeles

Preface

In the fall of 1989, the Associated Students UCLA (ASUCLA) began a small but varied recycling program. The program is limited to the confines of the Student Union complex at UCLA: two primary student centers, four satellite student centers, and an off-campus warehouse and distribution center. Each of these facilities is operated by ASUCLA to provide the UCLA community with retail (students' store), food service, and student union services in conveniently located facilities, at convenient times, and at the lowest price.

This program was established after 18 months of research by the Student Union staff into what was happening concerning recycling, what legislation was in place or being considered at the state and local levels, what programs (formal or ad hoc) were in place on campus, what ASUCLA was already doing about recycling, and what ASUCLA could and should do to expand its existing—albeit unorganized—recycling efforts.

Since late 1989, our recycling program has developed into one that not only collects materials to be recycled but also educates the students, staff, faculty, and visitors about the importance of recycling. We also have responded to hundreds of requests for information about the program.

These requests made me realize a simple—and I do mean simple—brochure on how to begin a recycling program could be useful to decision makers on other campuses throughout the ACU-I network. Thinking up the idea was the easy part. Getting the important details about starting a program down on paper has been more difficult.

No two campuses are alike, and therefore each school must adapt a recycling program to meet its particular needs. Call others with programs in place to find out how they do it. The number of people and organizations in the recycling circle is relatively small right now, but they are all willing to share their information in the hope that the circle will become all encompassing.

Introduction

Recycling is really more than the sum of its parts. Webster defines it like this, "to pass gain through a cycle of changes or treatment." Today, most people think of recycling as saving their aluminum cans and newspapers all in the name of helping the environment. Others think about it (some gladly and some with frustration) as the requirement of their local government to separate their trash into different bins and place it by the curb for pick up.

In reality, recycling is a state of mind. In order for any recycling program—large or small—to be successful, it must have the willing support of those participating. University and college campuses are perfect places to help develop this "state of mind." Webster defines colleges and universities as institutions of higher learning authorized to confer degrees in various special fields. We all know going to college is more than sitting in class and earning a degree. It is also meeting new people, making friends, learning to live away from home, learning how to think for yourself, and learning to take responsibility for your own actions.

The unique college or university setting also offers us, as student union staff, the opportunity to aid in the learning process that occurs outside the classroom. We know the union is the living room of the campus where some of the spirit of college life is lived out. Recycling has a place in the union, and if the program is well thought out and involves the students, it offers a new field of learning that helps to change the way people think. Involvement and ownership have always been, and will always be, key elements to the success of any program. This is true in recycling as it is not very glamorous, demands a lot from those participating, and returns very few tangible results.

It is important to note recycling is not a money maker and will not cure any organization's financial problems. Developing and operating a recycling program will, however, reduce the amount of solid waste going to landfills or incinerators, and will support and strengthen the tenets of why we are in the business of education: to provide opportunities for people to learn and form their own views based on reliable information.

Conceptualize your program

Assign the responsibility to one staff member

Assign one staff person to be responsible for pulling together the information that will be used to make decisions. The person selected should have good analytical skills and be able to write and speak well; selling the concept of recycling can be difficult. The person should also be in a position to gain access to the decision makers of the organization so that once the background information is gathered, it can be discussed in conjunction with, rather than simply presented to the decision makers.

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The person selected to coordinate this work does not need to be the person who will assume the responsibility for the operation of the program but this can be a big plus for the program. Additionally, the program coordinator does not need to have an extensive background in recycling; lots of enthusiasm, good organization skills, and an affinity for detail are just as important.

Audit what's happening on campus

Investigate the recycling efforts that are in place on campus to determine if your program could become part of an existing program. The investigation will provide information about what is or isn't working for other campus programs. The investigation should include, but is not limited to, programs operated by:

- physical plant;
- student environmental groups;
- student government;
- fraternities and sororities;
- residence halls;
- housing co-ops;
- academic departments such as engineering, computer science, geography, architecture, and urban planning;
- off-campus vendors on contract with the university/college.

Audit what's happening in your own operation

Review what recycling efforts are in place in your own operation. Surprisingly, you are likely to find a number of existing efforts you did not think of as "recycling" but are and that can become part of an organized effort or part of promotional efforts for a recycling program. The kinds of existing efforts to look for can include:

- newspaper, aluminum can, computer paper, and white and colored paper recycling within departments—particularly printing and computer centers;
- reuse of plastic or metal hangers in the clothing department of the bookstore;
- recycling of animal fats and oils from food service operations;
- reuse of incoming shipping boxes (and packing "popcorn") to send things out;
- landscape clippings that are composted or sold to landfills;
- reuse or resale of wood shipping pallets;
- the use of china and stainless flatware in food service units instead of paper or polystyrene (styrofoam);
- the sale of reusable ceramic mugs in coffee house operations not only to increase income and promote the area but also to reduce the number of paper or polystyrene cups used;
- the reuse of waste paper (white or colored) for scratch pads;
- the collection, washing, and reuse of food service plasticware;
- the recovery of motor oil from machine shops or fleet service operations.

A comprehensive review of your operation will tell you what is being done, what can be done to improve what is being done, and what products and materials are available to become part of a recycling program.

Identify the materials that are to be part of the recycling effort

Once the audits are complete, review the data collected, and identify which products and materials you want to include in the program and which ones you can include. The question of "which ones you can include" becomes very important because if you do not have responsibility for all the areas producing recyclable materials, there may be a dispute over who owns them and who gets the income from the recycling effort. There is more on how to deal with the question of "ownership" later in this presentation.

What to include in your program is one of the most important questions to be answered. So much has been written about what can and cannot be recycled that it will baffle anyone to know what is the "right" thing to do. The important thing to remember is to do something and that something must be manageable. Do not start with a large program unless there are significant staff and financial resources available. It is better to start with one or two products and grow as people become acquainted with the program after you prove the operation can be operated successfully.

Select materials familiar to the public; remember their acceptance and participation is critical to the program's success. Newspaper, white/computer paper, and aluminum cans are typically the most plentiful and most visible products. They are also the items that return the most income to a program. Keep track of other recyclable materials available with an eye for adding one or more when it is feasible to do so.

Developing a plan and budget

Gathering and analyzing the preliminary information outlined above will get you into a position where a specific plan and budget can be developed. A well thought out plan and budget is critical to gaining approval for implementing a program.

Getting the concept endorsed

Good ideas often never get off the ground because they do not have the necessary support. Recycling has become a household word and has become synonymous with protecting the environment. Thus, gaining an endorsement of the concept is usually not too difficult. Depending on the campus, endorsement from the following people and organizations can prove to be useful:

- the president or chancellor;
- the student government (undergraduate and graduate);
- the student union board;
- the campus newspaper—not too hard when their product is likely to be a big part of the program;
- the manager of the physical plant department.

To ensure the proper people and organizations endorse the idea, it is necessary the program's plan and budget be available for review.

The plan

A brief and easy to understand written outline of the who, what, where, and how of the program is all that is necessary. Do not develop a doctoral dissertation on the subject because there are too many variables at this point in a program's evolution and there are likely to be many changes to the final program before one aluminum can or newspaper is collected. Be sure the program outline includes the following.

Who

- Who will manage and operate the program?
    - ° student union
    - ° student government
    - ° student advocacy groups such as PIRG or an environment group
    - ° physical plant

    - students, staff, or a combination of students and staff
    - a private off-campus company
- Who will receive the income from the program?
- Who will be financially responsible (who covers any loss) for the program?

What
- What will be collected?
- What is expected from the people being solicited for an endorsement?
- What are the current legislative—local and state—requirements for waste reduction and what has been done to meet those requirements?

Where
- Where will collection bins be placed?
- Where will the collected materials be stored?
- Where will they be recycled once collected?

How
- How will the recyclable materials be collected?
    - custodians
    - student volunteers
    - paid student assistants
    - off-campus vendor
- How does this program fit in with other recycling programs already in operation on campus?
- How does this program fit in with the mission of the organization recommending the program be started?
- How will the program be promoted?
- How and by whom will the program's success be measured?

Once the plan is completed, circulate it for review to those organizations and people whose endorsement is being sought. Other schools which have programs in place are a good source for review. The staff from those schools cannot, however, know the politics, operating constraints, and financial considerations that are faced on another campus so it is important a wide circle of key on-campus decision and opinion makers be sought to review the plan.

The budget

Once the who, what, where, and how of the plan are specified, a budget must be developed. Do not attempt to identify funding for the budget at this time as that will create unnecessary anxiety and may result in a budget that is unreasonably low in expense or high in income projections to make the budget "look good."

An accurate budget that reflects the funding necessary to implement the plan will facilitate the review and decision-making process. That is, an accurate budget tied to the program will give decision makers the ability to understand how the program will be affected if the recommended budget is modified or reduced.

The budget should include:
- income projections;
- wages and benefits;
- operating costs for the office, e.g., supplies and telephone;
- cost of transportation—truck rental (including fuel and maintenance);
- equipment costs—new and/or replacement collection bins and rolling carts used to transport materials to the storage area;
- advertising, promotion, and educational expenses;
- repair and maintenance costs of the collection equipment;
- the hauling costs associated with having a recycling firm remove the recyclable materials from campus to a recycling center for processing.

Identifying possible funding sources

At the same time a budget is being developed, identify possible funding sources for the program. Identification of these sources will facilitate the approval of the plan.

As noted in the introduction, recycling is not typically a money-making venture. This does not mean there is no income, but rather the direct income derived from recycling materials typically does not offset direct expenses. Therefore, a creative approach for listing the benefits of starting the program should include potential sources of direct funding and areas of expense reduction (indirect funding) that will result from implementing the program.

Funding sources to be considered include, but are not limited to:
- income from the recycled materials;
- reduced costs from fewer pick-ups of trash bins or compactors;
- student fees—a vote of the students to implement such a fee is likely on most campuses;
- an allocation from the Physical Plant Department
- discretionary funds available to the chancellor or president;
- an allocation from income producing enterprises such as the students' store, food service operations, and print/copy shop;
- an allocation from student programming funds;
- city or county recycling programs;
- government grants such as from the state solid waste management or conservation department often makes start-up and program expansion funds available;
- the student union board;
- the alumni association;
- the campus newspaper;
- food service paper, plastic and polystyrene vendors;
- private donors.

Each of the people, groups, or organizations listed may assist in funding a program's start-up costs, but cultivating funding sources that can be depended on for regular support is critical to the long-term stability of the program.

Selecting a recycling company

Conceiving the idea, developing a plan, constructing a viable operating budget, and soliciting support make up the early stages of starting a recycling program. However, like a good car, you need good tires to go anywhere. Selecting a good recycling company and contracting with them for part or all of the operation will provide that good set of wheels.

When researching the capability of a recycling firm, the following are some things you need to check out:
- Are they part of a large solid waste management firm or are they a small, locally owned firm?
- How long have they been in the recycling business?
- Are they able and willing to provide you with financial data on the past and present stability and solvency of their firm?
- Is their truck fleet large enough to handle your program?
- Can they handle the materials you want to recycle now as well as your future recycling needs?

- Will they provide you certified weight certificates for the materials you send to them for recycling?
- How soon after each collection or after the end of the month will they send you payment for the materials recycled?
- Are they able to provide the level of insurance required to perform services on campus?
- Can they provide large collection and storage bins for storing your materials prior to removal from campus? Is there a charge for these bins?
- Will they permit you to, or will they paint the name of your program on the storage bins they supply?
- Will they participate financially in the advertising and promotional efforts of the program?

If your campus is in or near a major metropolitan area, there may be a lot of competition for the recycling contract. This competition permits more flexibility in negotiating the agreement. There will be more flexibility in what vendors will do with regard to reimbursement rates for the materials recycled, the charges they impose for hauling the materials from the campus to the recycling center, the turnaround time for payment on materials recycled, and their willingness to participate in the advertising and promotion scheme of the program.

Remember no matter how large or small the firm, a thorough review of its references and financial stability is a must. The firm's inability to get the recyclable materials removed in a timely manner, or at all, from campus or the firm's inability to pay in a timely fashion for the materials removed will have a negative impact on the program's start up efforts and credibility.

Getting the program going

You now have a plan, a budget, support, and approval for the program, and a recycling firm that will assist in handling the materials to be recycled. Now what? Well, you have to hire a manager/coordinator and support staff, set up collection bins, and advertise and promote the program. The following information provides helpful hints toward developing each of these program elements.

Staffing the program

It is important one person be responsible for coordinating the program. This person can be a staff member currently in the organization or it can be someone hired specifically to handle the program. The number of products recycled, the physical size of the area from which materials are collected, the number of locations where materials will be collected, the anticipated extent of the advertising and promotion effort, and the number of part-time assistants are critical factors that will help you determine if a person should be assigned full-time to the recycling effort. The ASUCLA recycling effort began with a part-time student (20-30 hours per week) heading up the program. It became apparent very quickly the complexities of coordination and the need for continuous supervision necessitated a full-time staff person assigned to this effort.

A number of part-time assistants will be needed whether or not they are used to actually collect the products placed in collection bins or simply to assist in the functioning of the office and promotional campaign. This program uses students exclusively in the collection of the materials, the dissemination of information about the program and recycling in general, and in the accounting of the program.

Student volunteers versus paid student assistants is an important issue. The students at the ASUCLA program are paid between $6.60 and $10 per hour depending on their duties. If it were not a requirement (at UCLA) that student assistants be paid, the significant interest expressed by students to volunteer their time to help with the recycling effort could translate into a staff of student volunteers. Utilizing paid versus volunteer student assistants is a question that must be addressed on each campus.

Whether paid or volunteer, student assistants should be considered to be more than laborers. Students have significant interest in environmental issues and because of a recycling program's visibility on campus and its importance to the environment, they want to gain a sense of "ownership" for the program. We attempt to recognize this at UCLA and have nicknamed our students, "Recycling Ambassadors." Being an ambassador is a more accurate portrayal of their efforts. To be sure, they collect the materials but they also pass on lots of information about the program, praise people for doing a good job at recycling, and encourage others who need a nudge.

Another staffing consideration is the use of custodians instead of students to handle the collection of the materials. Depending on whether the custodians are part of your operation, part of the Physical Plant Department, or contract custodial labor may have a bearing on your consideration of this issue. If there is a crew that has been a long-term and integral part of your operation and they are supervised well, this option could prove viable. If they are not part of your operation, and therefore not under your direct supervision, this may not work for you. Use of existing staff has a positive effect on the cost of the program, but it can also have a negative effect if there is not good supervision of what the custodians do with the produce once it is collected. Two worst case scenarios would be if a custodian was too tired or too disinterested and disposed of the recyclable materials with the "real" trash, or if the custodian took the material home to recycle it himself or herself.

Collection bins

The number and type of the collection bins used will depend on the number of products collected and whether or not the program includes collection points in office areas. The following are some examples of the types of bins that can be used.

- desktop trays work well for office paper (white, colored, computer)
- stackable plastic boxes, like those used in curb-side collection programs, work well in central office areas for the collection of paper, aluminum cans, newspaper, and plastic or glass bottles because they stack and take up less room than individual plastic cans
- 20- to 30-gallon trash cans with hinged tops work well next to copy machines in public areas. The hinged tops permit the depositing of not-so-good copies while helping to eliminate the bin from being used (we know from experience) as a trash can
- 30-gallon plastic cans work well in central office areas as they hold a lot more than the stackable boxes, have tops, and because of their larger size they require less frequent pick-up
- 30- to 50-gallon plastic cans without tops in printing shop areas or copy centers where the equipment operators can quickly eliminate discard paper without having to worry about lifting a top
- 30- to 50-gallon plastic cans with tops in public areas where there is heavy pedestrian traffic. The presence of these bins provides the campus community an opportunity to drop in their recyclable product and also promotes the program

The style, shape, and color of the bins is important not only from a functional perspective, but also because the campus community will recognize the product being recycled by the color, size, and shape of the collection bin. In public areas such as hallways, student lounges, and meeting rooms, it is a good idea to maintain the same color for each product collected (e.g., blue bins for newspaper, red bins for aluminum cans, etc.).

The location and identification of collection bins is also important. Place clearly marked containers in areas such as:

- food service entrances/exits;
- students' store entrances;
- student union entrances and hallways;
- copy centers;
- computer rental centers or free-use computer rooms;
- study lounges and meeting rooms;
- student government offices;
- staff offices;
- residence halls entrances;
- parking lot/structure pedestrian exits.

An important note is that aluminum can collection bins should accept plastic liner bags because of the liquid that drains from the cans.

The actual collection process is also important. It is helpful to develop a collection sheet to note and track the amount of material being collected from each bin. These sheets are filled out by the collection staff at each site. The information helps to understand the flow of product, the best locations to place bins, and can also be used to help you audit the total amount collected,should there be a discrepancy with what the recycling company reports the weight of a pick-up to be and what the staff thinks it should be.

Advertising and promotion

Every program needs a name, whether it is like the generic "ASUCLA Recycling Program" name we use or is more creative such as the one used at UC Berkeley, "Recycle or Die."

If you have access to a graphics department or creative students or staff, you have the ability to develop a name and a logo to go with the name. A name should reflect the seriousness of the situation. Try to stay away from cute names but do not go too far the other way either. It is also important to determine if the name you select is already in use for a recycling program in your area. This is important because if you learn the name is already in use and you have to stop using it after your program is well on its way to maturity, there will be an identity crisis. There may also be a substantial financial impact if you have to change stationery, identification stickers, and other printed materials.

Places to check for the use of a name include the Better Business Bureau, the local Chamber of Commerce, the telephone book, coordinators of other recycling programs, and the licensing or trademark department in your state.

The actual advertising and promotional effort for a recycling program will depend on the funding available and the coordinator's view of what will work best on the campus. Some suggested advertising and promotional efforts include:

- ads in the campus newspaper, magazine, or weekly calendar;
- fliers for campus and student union bulletin boards;
- newsletters:
- ceramic or plastic reusable mugs with the program logo;
- signs at food service locations reminding people to take only the condiments they need for their meal instead of for their apartment;
- buttons with a recycling message;
- t-shirts with the program logo for the collection staff;
- certificates of appreciation for that "extra" effort to support the program;
- public service announcements on the campus radio and/or TV station and on silent radio reader boards or video monitors;
- participating in or sponsoring recycling awareness programs;
- sponsoring recycled product exhibitions;
- sponsoring recycling drives to encourage people to bring in their recyclables from home;
- installing recycling program banners in or near the student union;
- creating custom post-it note pads on recycled paper;
- "refrigerator" magnets to keep the concept in front of everyone's eyes;
- reusable and recyclable routing envelopes with the program logo;
- recycling program identification on the vehicles used to collect materials.

Other things to consider

Storing your recyclable materials

Once the materials to be recycled have been collected, they will need to be stored before they are shipped to the recycling center for processing. Space is typically a serious problem for most campuses, but if you are lucky enough to have adequate space for a large storage yard, count your blessings.

There are a number of things to consider when selecting and establishing a storage area. First, trust that local neighbors will keep an eye on the area whether the neighbors are local residents, academic departments, or other campus departments. Also remember the problems being faced by the landfill operators in the country; they are constantly being told landfills are necessary but NIMBY: Not In My Back Yard! Things to consider when setting up a storage area include:

- Truck access is necessary.
- The area may be noisy if the program includes glass recycling, or the baling of corrugated paper (cardboard).
- The area may take on an odor depending on the kinds of products stored and the length of storage.
- Storage areas are rarely spotlessly clean so fence the area or locate it in an out-of-the-way space on campus.
- Ensure the area provides adequate space to handle the number and quantity of products in your program and enough area to work in as items are prepared for shipping.
- Ensure the area is securable (securely fenced, staffed, or visible to—and patrolled regularly by—campus police or campus security) as theft of products is likely.
- Ensure fire and safety codes are met.

Who owns the "trash"

Early in the development of the program's plan and in gaining endorsements of and approval from the appropriate persons, organizations, or agencies, clarify—in writing—that the program will be the "owner" of the materials recycled. If this does not occur, it is possible departments or organizations from whom materials are collected will come looking for their "part" of the income. This is a sure way to kill the viability of a program.

Education vs. recycling

A balance between just recycling materials and changing the way people think should be one of the goals of the program. Education is a critical area to focus on and depending on the availability of funding, the advertisements and promotions should carry the message that an individual can make a difference. The success of a recycling program is often measured in the quantities of product collected and recycled. The number of people touched, enlightened, and changed by the program is just as important but not nearly as easily quantified.

Without getting philosophical, any discussion about a program's financial viability and "bottom line" must be supplemented with a discussion about the program's effect on the way people think, the number of things they will learn or have learned about solid waste management and what more they can do to help.

Contamination

The contamination of the recyclable products is a major concern. Contamination of product typically occurs either in the collection bins located in public areas such as hallways or in the larger collection bins that are used to store the materials collected from the smaller office bins prior to the transportation to the storage area. Typically, people will throw food items, half-filled beverage containers, or other trash on top of the products being collected. This usually occurs because people do not pay attention to the fact they are putting their trash in a recycling bin or because they are ignorant that it will contaminate the material so it cannot be recycled or a lower price will be paid for the product.

To prevent or to help minimize this problem, the recycling program should put tops on all collection bins, clearly mark the collection bins on their tops and sides with "RECYCLE ONLY__________IN THIS BIN," ensure an open top trash container is located immediately adjacent to or close by each of the recycling bins, and place easy-to-see and understand signs on the wall above the bins telling people to use the correct bin to recycle their product.

Confidential materials—the right to privacy

Privacy is an important issue. We hear stories of student records or grades being left in hallways for disposal by the custodial staff. Clarify early and in writing to all the people being served by the program they should either not place any confidential materials in the recycling bins, or these materials should be shredded and bagged before being set out for collection. Student records, students' grades, exams, patient records (if there is a hospital or clinic), and staff personnel information are types of confidential information.

If substantial amounts of shredded paper product will become part of the program, work with the recycling vendor to determine if it should be handled separately from the regular paper. Shredded paper is more difficult to handle—it takes up more room—and sometimes it is more difficult to sell.

Progress reports

One way to encourage the campus community to continue their recycling efforts is to provide regular updates on the program. Long-term participants in the program such as career staff may be tempted to slip back into pre-recycling modes of operation if they do not think they are making a difference. A regular newsletter such as ASUCLA's *Trash Flash* that outlines collection figures and indicates how these figures translate into resources saved has a positive effect on a person's understanding of and commitment to the recycling program. A regular newsletter also keeps participants informed of changes in the recycling world, upcoming changes to the campus program, and which person, group, or department is doing an exemplary job of recycling on campus.

Keeping the program going

Once the program has been started and has developed a foothold of acceptance on campus, continued support is needed from the decision and opinion makers on the campus. The recycling effort should not be like some reports that are completed and then put on a shelf. The program and the lessons it teaches must be integrated into the daily life of the campus.

In addition to the campus community going out of their way to dispose of their products in a recycling bin not conveniently located or, if necessary, to save them and recycle the products later, the campus administration and campus departments must develop their own programs to assist the recycling effort. Remember recycling consists of recycling products, reducing the amount of product utilized, and reusing products when and where possible. The following is a list of the things that can and should be done on campuses to facilitate further recycling efforts.

- Create a procurement policy that dictates the purchase of recycled and/or recyclable products.
- Purchase recycled paper for use in copy machines and computer printers.
- Suggest the use of recycled toner cartridges, wherever possible, for computer printers and copiers.
- Encourage the use of white paper phone message pads and post-it notes.
- Encourage that non-confidential, inter-office correspondence be sent without the use of an envelope (stapled shut) or in a reusable envelope.
- Encourage that university vehicles be equipped for propane not gasoline.
- Encourage that the campus newspaper be printed on recycled paper.
- Encourage the students' store to offer recycled products in addition to its regular non-recycled lines of products for writing paper, art and graph paper, and greeting cards.
- Encourage the students' store to purchase recyclable shopping bags and that cashiers ask all customers if they want a bag instead of placing purchased products into a bag automatically.
- Utilize recycled paper products in all campus restrooms.
- Retrofit all showers, sink faucets, water closets, and urinals with water-saving devices.
- Encourage the grounds maintenance staff to either mulch the clippings and use them for compost or sell them to landfills for use in the layering process required between levels of solid waste deposited.
- Encourage the recognition of as many recycling efforts as possible in advertising, newsletters, and newspaper articles.

A recycling program is only as good as the effort people put into it. People are the only ones who can make the decision to reduce, reuse, or recycle. So please, encourage everyone you know to **CHOOSE TO CONSERVE.**

Planning and development of college union/center construction projects

Don Dorsey, Foothill College
Charlie Potts, Southern Methodist University
Dick Scott, California State University-Northridge
Mary Yates, University of North Texas

Don Dorsey

Foothill College is a public two-year college situated in Los Altos Hills in the Bay Area of Northern California with a student enrollment of 15,000. The new Campus Center opened this past year as the culmination of a four-year planning and construction project.

Key to the planning process was the college's concept of shared governance as a principle of decision-making on the campus. The Campus Center Board consists of representatives of Associated Students, the Classified Staff Senate, the Academic Senate, and the college management. Decisions on which programs and services to include in the new campus center were made by the Campus Center Board and then forwarded to the president, Community College District, and Board of Trustees for approval.

The primary strategy used in developing the facility plan was inclusion and involvement. In addition to the knowledge of the members of the Campus Center Board, members of the campus community were surveyed to determine needs and preferences.

Mary Yates

The University of North Texas is a public four-year institution of 28,000 students located north of the Dallas-Fort Worth metroplex area. The current University Union was completed in 1976 at a time when the student enrollment was 17,000. The expansion of the University Union will be funded from student fees. The planning process for the project was begun in October 1987; a student referendum on the proposed fee increase was held in February 1991.

The University Union developed its expansion plan in two phases. Phase One was an assessment to determine the need to expand the facility. It had five objectives:

1. Develop criteria by which to decide whether or not to expand.
2. Design a plan to facilitate the review of current and future University Union needs.
3. Collect present and past statistics for background reference and for usage in the analysis process.
4. Address needs in detail to assist the architect in planning building design.
5. Make a recommendation for or against expansion.

The Phase consisted of 12 steps:

1. Form a needs assessment committee.
2. Collect pertinent data: sales figures, square footage, staffing, traffic counts, usage figures for the existing facility from its history.
3. Obtain information on the university master plan.
4. Obtain information on enrollment projections, student demographics, and campus space needs.
5. Obtain information on community growth.
6. Obtain information from building tenants about current problems and future needs.
7. Obtain information from staff about present concerns and needs.
8. Interview faculty, staff, and student leaders.
9. Obtain present-day traffic and usage figures.
10. Survey students, faculty, and staff to determine needs preferences, levels of awareness, and demographic data.
11. Visit other unions with recently completed projects.
12. Report on the information.

The report resulted in a recommendation to expand the University Union. Phase Two involved the implementation of the recommendation. A new committee was selected to set the goals and to develop objectives for the expansion project. Each objective included a list of strategies for its implementation. The committee also developed a list of priorities for the project that the architect used to determine what would be included or excluded considering available funds.

Charlie Potts

Southern Methodist University is a private institution with 9,000 students in Dallas, Texas. The original student union was built in the 1950s. In the early 1980s a survey of the facility indicated the cost of renovation would be $4 million to $5 million. In the mid-1980s the university received a private donation large enough to fund construction of a new student center. The facility was planned on a "fast-track" and the grand opening was held in November 1987.

In planning a facility there is much detailed work on the front end; however, one shouldn't overlook the back end: operation. An overview of the facility planning, construction, and operation process must consider the following in planning.

Positioning

Do things right.

- Serve the campus well, thus earning the right to remodel, renovate, add on, or construct a new building.
- Assess the facilities on a regular, systematic basis: forming a study group and tying into the Master Plan and the campus building authorization hierarchy.

Project planning

Do the right things.

- Establish the role of the union director in planning.
- Build a planning team that can identify campus and organizational values and priorities.
- Establish the building mix of services, programs, meeting rooms, offices, and leisure spaces.
- Identify goals to be reached and outcomes to be avoided.

Project implementation

Get the right things done right.

- Persistently check with construction manager and document of discussions and decisions made.
- Regularly review project purpose and assess progress.

Operationalization

Get the thing to work.

- Learn the building from the inside out regarding HVAC, plumbing, and electrical systems.
- Complete the punch list with an eye for warranty limits.
- Seek early feedback from users for quick adjustments.
- Modify expectations from projected usages of new facilities to actual usage.
- Educate the staff and the new users to the new building to fulfill its potential and intended capabilities.
- Wait out the shakedown period.

Other considerations

- Priorities must be determined going into the project so decisions can be made during the process.
- There will be uncontrollable factors.
- Operating the facility is difficult because the building is a series of political compromises.
- There is often a lack of knowledge among campus facility planners about the potential of the union building, thus there is a need for union people to be intimately involved with the planning. Such involvement has a negative impact on other aspects of the individual's job and personal life.
- Know the demands of the campus, donors, and others as you begin the project.
- The building will function differently than expected.

Dick Scott

California State University-Northridge is one of 21 campuses in the California State University system. It is situated in the San Fernando Valley portion of Los Angeles. Student enrollment is 31,500. The original union building was completed in 1978 and soon was meeting maximum usage projections. Discussions about expansion began in the early 1980s, a needs assessment survey was completed Fall 1985, and the Board of Directors voted to plan the project January 1987. One part of the project, a satellite facility, is now under construction. Expansion of the main facility should begin this year. Funding for the project is from an increase in student fees approved by the students Fall 1987.

The University Student Union has used an elaborate and involved process to plan its facility expansion due in part to its auxiliary corporation status and in part to the decision-making process in the CSU system. An Expansion Committee of the Board of Directors was established to review and recommend on all aspects of the project. Recommendations are referred to the Board of Directors, then to campus committees, the campus president, the system chancellor's offices, and the system Board of Trustees.

The basic steps in the planning process were as follows:

1. Determine needs and solutions.
    - ° Conduct needs assessments.
    - ° On the basis of the needs assessments, decide what facilities, services, and programs are to be provided in the project.
    - ° Develop brief descriptions of the facilities desired including square footage, relationships to other facilities, and special consideration.
    - ° Develop a statement of how the new and existing facilities will serve the needs of the campus.
2. Notify and consult with the campus facilities planning department and the chancellor's office staff.
3. Develop a financial plan.
    - ° Develop cost estimates for the project including design, architects, consultants, and construction costs.
    - ° Develop estimates for operation of new facilities including administrative, custodial, maintenance, and operational costs of new programs and services.
    - ° Develop projection of income flow from new and renovated facilities.
    - ° Develop estimates of needed income from student fees for servicing of revenue bonds, repair and maintenance funds, and operations.
    - ° Develop cash-flow projections for five years of operations of new and existing facilities.
4. Study body referendum and approval of campus president.
    - ° Develop publicity campaign and promotional pieces including description of facilities, cost estimates, and fee increase estimates.
    - ° Hold open campus meetings.
    - ° Develop support of key student leaders and groups.
    - ° Hold referendum.
    - ° Forward the proposal and referendum results to president.
5. Develop a detailed project program.
    - ° For each room in the proposed facilities, develop a detailed project program. Specify desired assignable square footage, capacity, purpose, description, relationship to other rooms, special considerations, and fixed and movable equipment.
6. Recommend architects to Board of Trustees.
    - ° To develop a ranked list of architects, the USU began with a computer sort of 400 firms listed with the system offices to identify those with previous union or related facility design experience. The portfolios of 58 firms were reviewed by a seven-person committee (including representatives of the campus, the chancellor's office, the USU staff, and student members of the Board of Directors) and the firms were rated on experience, experience related to college unions, and design quality. Discussion and ranking of the firms resulted in a list of those to be interviewed. Ten firms were invited to one-hour interviews during which the firm made a presentation and questions were asked to determine the following:

Design process

- How will the architect involve the campus in the design of the facility?
- Does the architect have a clear idea of the steps necessary to see our project to its completion?
- What priority will our project have within the office of the architect?

- Does the architect understand the financial and scheduling limitations of the project?
- Does the architect have a particular design vocabulary? How will this be interpreted for our project?

Experience

- What work has the architect completed?
- What specific projects has the architect completed that would be good preparation for our project?
- Does the architect understand our project?
- How large is our project in comparison to other projects currently underway by the architect?

Project Team

- Is the firm minority or women owned? Will minority or female staff members be included on the project team?
- Who within the office will be responsible for our project? Why have they been selected?
- How is the office of the architect structured?
- Will the design team continue with our project throughout construction?
- How does the architect plan to select consultants?

Random thoughts and suggestions

Coordination of the project is time consuming. A staff member who is knowledgeable about the campus and union and who has appropriate skills should be appointed to:

- gather all relevant information and synthesize it into concise documents;
- develop processes and formats as needed;
- confer with staff on various aspects of the project and formulate proposals for staff review and approval prior to sending to committee;
- bring all issues to the oversight committee, Board, and other approving persons on time and with all needed background information;
- keep the director informed of developments;
- serve as the union's contact with the campus, system office, and architects;
- serve as the prime contact for information.

An oversight committee of students, faculty, and staff should be established. The committee reviews all plans as part of the review and approval process and serves as the mechanism for campus input into the project.

Keep good, well-organized records. We developed a three-ring binder system for all correspondence, faxes, records of telephone conversations, and contracts. Quick retrieval of information is important.

Use of the computer for financial projections and program documents will save much time. Our 164-page facilities program went through seven revisions! The financial projections have been revised constantly over the last four years.

When writing the room descriptions for the facilities program, focus on the uses of the room, how you want it to "feel" or look, how it relates to other rooms, and special needs and considerations (electrical, sound-proofing, etc.). Don't worry about overall design or layout—that's the architect's job. Helpful for us was touring our existing facility and other union and non-union facilities with the architects during the conceptualization stage. We could point out things that worked, didn't work, and those we liked.

Chapter 6: General Studies

Developing student leader alumni

Bill Brattain, Western Illinois University
Don Luse, Indiana University
Jim Reynolds, Texas A & M University

College unions and student activities touch the lives of numerous students, particularly those who serve as student leaders. As we face the crisis in funding in higher education, it is important we cultivate our former student leaders and stay in touch with them following their graduation.

Why is this important?

These individuals can help us gain appropriate recognition with faculty, administration, and trustees. Many of our student leaders will attest their leadership experience was the most significant part of their college experience. When a state legislator, CEO, or other leader states this, it is more influential than when we state this about our programs and activities.

For example, during my years I have had the opportunity to work with individuals who are now CEOs in major corporations. The mayor of Louisville was a former union board member at Indiana. In Illinois both the Chief of Staff and an administrative assistant to Governor Jim Edgar were student leaders recently at Western Illinois University.

Those in alumni affairs encourage institutions to organize alumni programs around successful undergraduate experiences. We love to see those people we work with as undergraduates—people with whom we spent a year or two on the program or union board, student senate, fee allocation board, panhellenic council, interfraternity council, or other organizations.

Indiana University does a superb job in this with its Whittenberger Society, Union Board, Marching 100, and I Men's Association. We have organized an alumni gathering at both NACA and ACU-I for our alumni and former staff members who work in this profession. This past month we had over 40 people attend the WIU alumni gathering at the Opryland Hotel in Nashville. We will have a similar get-together at this conference.

These individuals can help in many ways. A few of these include the following:

Recruitment

Many institutions, particularly in the Midwest and Northeast, are competing for a decreasing high school graduation class. Alumni can help students consider their alma mater. Many of us with strong education programs have alumni in responsible positions as secondary school teachers, counselors, principals, and superintendents.

Financial support

This is probably the first thing that comes to mind and it can be significant, but it is not the only reason for developing student leader alumni support. It can, however, provide additional funds that enable us to purchase equipment, art work, and provide leadership and professional development experiences that could not be funded out of the union operating budget or appropriated funds.

Contacts with influential people

Oftentimes alumni can get us in contact with people who can help the institution. For example, we tried for several years to get a representative from our region of the state appointed to the Illinois Arts Council. This is a highly influential council and the institution submits numerous grants to this organization throughout the year. The young man who is serving as chief of staff in the governor's office was on the staff of the previous governor and was influential in getting our mayor's wife appointed to this prestigious group. It has helped us to access some of the programs in the arts council now that she has been appointed.

Building a tradition

One of the advantages of schools such as Indiana and Texas A&M is they have great tradition. I suppose Don and Jim might state there comes a point when too much tradition may get in the way of effective change. But many of us in regional universities and more emerging types of institutions need to build tradition. This can help as student leaders get together for social functions, read about each other, and continue to share their common leadership experience.

Such a program helps build overall institutional support

Development people will tell you, if we can establish contact with former student leaders—people that tend to give to the university—they may give to different departments, including unrestricted giving, or give to the scholarship fund. Therefore, the work we do needs to be viewed in consort with the alumni office and the office of development, not in a competitive situation.

Program at Western Illinois University

For a number of years we have held sporadic receptions at homecoming and other events for our graduates. We did organize a successful 25th anniversary of the University Union and invited former Union Board members for a banquet and other festivities.

Two years ago we organized the Wall of Honor and established contact and solicited funds from student leader alumni. I have snapshots of this wall, but we endeavored to develop a wall that would list the presidents of the major campus organizations as well as plaques that would include the names of our University Union Board members since the board was formed in the late '60s. Other plaques include those individuals who have been initiated into Blue Key, Mortar Board, and the Order of Omega. These honoraries esteem not only academic achievement but participation in activities.

This program was discussed with both the director of development and vice president for public relations and development, as well as the director of alumni affairs. They gave their blessing. We obtained as many current addresses as possible and asked these individuals for a small contribution—$25 to $35. We gave those donors a print of the University Union that was done from an original pen and ink by one of our activity board members.

The seed money for this project was given as a memorial. This enabled us to send out the mailings and begin the project. We are delighted with the results and the Wall of Honor is now in place.

We plan to publish a newsletter at least two times per year for our alumni and to tell them they can designate our foundation account that will be kept on an ongoing basis when they make their annual contributions to the WIU Foundation. We do try to get a newsletter out prior to the phone-a-thon conducted in the fall and spring.

Jim Miner, our director of student activities, also communicates with our former graduate students and staff members in the area of activities and union programming. His annual Ground Hog letter has been a significant communications tool. We plan to continue to have a reception for student leader alumni following the homecoming football game and will continue our receptions at both ACU-I and NACA for those graduates.

We have made an effort to communicate with our alumni office and to make recommendations for appointments to our alumni council from our former student leaders. The same is true for recommending them for achievement awards not only from the alumni council but from academic departments on campus. Our program is in the early stages of development but we are pleased with the results.

I feel the quality programs in the country throughout the next few years will be the ones that make an effort to cultivate their alumni.

The art of juggling: Small college professionals

Barry McDowell, Eckerd College

Small college activity directors share a common challenge: how to "juggle" the many hats they wear without feeling like the proverbial headless chicken—while also maintaining a sense of professional growth. An often-heard lament is that large schools and small schools are two different animals. This session will examine survey data that highlights these diverse responsibilities and offers some suggestions for "juggling." The survey sample was colleges with an enrollment under 3,000. "Primary responsibility areas" within the director's authority were contrasted with the number of staff working in the activities department. Most directors are responsible for activities programming, college center supervision, club/organization advising, and at least one other function, while having a full-time staff of one or two people (professional and/or support staff). Clearly, juggling becomes a skill to be valued! When asked to give advice on how to juggle, the most common responses centered around providing ample training for students and staff, good time management/delegation skills, and, quite naturally, maintaining a sense of humor!

In terms of professional development, most of the directors do attend conferences and/or workshops and find them valuable. It is encouraging to see travel opportunities for small colleges still exist even in these fiscal times.

Although ACU-I and its programs and services receive favorable support, almost half of the directors either were not satisfied with ACU-I or do not participate in the Association. Comments were directed toward the need for more small college-focused programs and services. This could be fertile ground for ACU-I marketing and program delivery.

I would conclude from the surveys most small-college activity directors have learned how to juggle and enjoy doing it. With an average of 9.5 years in the student activities profession, we obviously feel the intimacy and variety that characterize our jobs compensate for not having the staff nor the specialization of a larger operation.

Assessment of union and activities programs: Models and applications

Philip Chamberlain, Indiana University
Candy Holt, University of Montana
Martha Mullen, Washington State University

In its final report, the ACU-I Task Force 2000 issued a call for unions and activities programs to re-examine their relationship to their institutional missions and to review and reassess all aspects of their operations from educational programs to facilities. Union professionals wishing to answer this call have two assessment tools available from the Association—the *College Union Assessment Model (CUAM)* and the *Student Activities Assessment Model (SAAM)*.

These models provide a framework for organizing and interpreting data to judge how well a union or student activities program is aligned with the standards of the Council for Advancement of Standards for Student Services/Development Programs. They assist unions and activities programs to measure how their programs and services are accomplishing their mission as well as their place in the campus environment. The models also contain a numerical rating system that places qualitative information into a quantitative framework for interpretation and articulation to others.

The models identify nine operations and functions deemed important for accomplishing the mission of a union or activities program and use them as the principal factors for assessing alignment with the CAS standards. Five factors focusing on organizational arrangement and performance—mission, program, leadership, structure, and resources. Four other factors focusing on strategic relationships with campus and community groups—enabling, functional, normative, and diffused relationships—are reviewed.

During the 1989-90 academic year the University Center at the University of Montana and the Activities/Recreational Sports Office at Washington State University undertook assessment projects, utilizing CUAM and SAAM respectively. The experiences of these two institutions in adapting the models to their institutional settings and in implementing the assessment process are shared, not as paradigms, but rather so others can profit from their successes and failures. The experiences of the two institutions are also shared because they differed significantly in focus and format, underscoring the adaptability of the models.

The University of Montana experience

During the 1989-90 academic year, the University of Montana experienced a campus-wide reorganization that had an effect on the University Center. Auxiliaries, as a formally recognized entity, were eliminated dramatically altering reporting lines. The University Center was moved under the auspices of the student affairs organization, reporting to the dean of students.

Concurrent with these events, the Center experienced a change in leadership. The University Center had operated under the same director since it opened in 1969. Upon the director's retirement in June 1989, an interim University Center director was appointed. His charge was to make no major changes, but to observe the operation, conduct a study, and produce a report by the following June recommending the future direction of the University Center.

To fulfill this charge, a union-wide assessment was undertaken early in 1990 using the *College Union Assessment Model*. In addition, during the assessment, an informational survey was distributed to students, faculty, and staff to provide insight into how the University Center was being perceived by the campus community.

The assessment was approached from two perspectives, student and administrative, with two assessment teams established. This dual approach was used as it was anticipated that students might have a different view of the UC than those directly responsible for it. The student team was comprised of the members of the Student Union Board, a standing committee appointed by the Associated Students of the University of Montana. The other team was comprised of University Center division managers, unit supervisors, and other interested parties. Interested parties included the bookstore manager (the UC Bookstore is a non-profit entity separate from the University), a former chair of the Student Union Board, and directors of other campus departments who had been part of the University Center staff prior to the reorganization.

Each team was assigned a facilitator, both of whom were UC staff members. A member of the union's administrative staff worked with the student team, while the administrative team was facilitated by a staff member from student activities. Team members were asked to commit to a designated two-hour block of time weekly for a minimum of six weeks in addition to preparatory time. Copies of the CUAM (a modified version was used by the students), departmental organization charts, and budget summaries were distributed at preliminary meetings. Since the assessment groups had to be limited in size, participants were encouraged to use the time between meetings to discuss the topics being addressed with fellow students and staff members. Prior to each weekly meeting, members completed their ratings of one of the operational areas. These evaluations were the focus of the discussion in the meetings as consensus was sought.

Both teams produced final reports. Each grouped the CUAM topics differently, reflecting the needs of the union as identified by the team. The reports identified strengths and weaknesses and made recommendations. In addition, the administrative group completed a "College Union Strategic Performance Index," the numerical rating system referred to above. Results from the informational survey were also appended as part of the reports.

The Washington State University experience

The assessment process at Washington State University differed from Montana's in several major ways. First, it was initiated from within the staff rather than a directive. Second, it involved only one unit within the Union and so utilized the *Student Activities Assessment Model*. The process was a staff project; students were not involved at this stage, although there was discussion of a comparable student assessment in the future. Finally, the organizational format used was a three-day retreat.

The reasons for the assessment were similar to those of the University of Montana. The unit had undergone major changes during the previous seven years. In 1982 two programs within the Compton Union, the Activities Center, and the Recreation Office, consolidated becoming the Activities/Recreational Sports Office. The two adjunct offices of ARS, a Copy Center/Lecture Note Program and the Outdoor Recreation Center, expanded both in scope and physical size. In 1986 Intramural Sports became part of the unit. As programming emphases of the Associated Students of WSU changed, responsibility for several programs, notably the Union Gallery, became a staff rather than student programming committee function. In addition, during this time the University changed presidents, created a new vice provost for student affairs position, and expanded the student affairs division—all of which had an impact on ARS and its mission.

These factors and the need for more qualitative assessment of the unit's operations led one staff member to suggest the office undertake an assessment project. This individual was told to research models, organize, and facilitate the assessment. The SAAM was the primary tool, although it was adapted to eliminate some professional terminology and to personalize the model to the WSU campus. The *CAS Self-Assessment Guide* was also used as a format for development of a follow-up plan.

A nine-member assessment team, representative of the entire unit, was selected. Two other members of the staff served as process leaders/facilitators. Each member of the team received copies of the *General Standards and Guidelines for Student Services/Development Programs*, the *Standards and Guidelines for Student Activities*, the *ACU-I Code of Ethics*, and other university, division, and unit statements of mission, values and goals to read prior to a three-day assessment retreat. Team members also received copies of the assessment questions to be discussed during the retreat, suggestions of other topics they should consider in preparation for the retreat, and other appropriate materials such as budget statements and structure charts.

Although the entire staff could not be part of the retreat, it was recognized their involvement was essential to the success of the assessment process. Team members were encouraged to discuss the assessment questions and support materials with those in their area before the team met, and the assessment team report was presented to the entire staff in the form of recommendations for follow-up action by the unit.

In the retreat setting, the Nominal Group Technique guided discussions. Following an introductory/orientation session, each member of the team prepared their individual assessment prior to interacting as a group. The group sought to reach consensus on each factor through a thorough discussion of the combined assessments. This technique insured maximum involvement of all participants and minimized dominance by some.

During the final session the team developed recommendations for follow-up action that would strengthen the operations and functions of the unit. Each of the nine factors was reviewed with team members suggesting possible solutions to perceived problems. The actions were prioritized including recommended assignments for responsibility and deadlines for completion.

The assessment process produced three sets of results, two of which were quantitative measures. The first used the team's consensus assessment to measure alignment with each of the CAS Standards. The second was the "strategic performance index" which measures how well a student activities program exchanges its programs and services for campus support and resources. The third result was the development of the action plan described above to direct unit efforts to enhance performance during the next two years. The action plan was presented in two formats: one organized by operational area, i.e., mission, program, leadership, etc., and one organized chronologically.

General recommendations based on both campus experience

It is important to enter into an assessment process realistically. First, it is useful to understand organizational theory and the dynamics of organizational change and essential to have a good feel for the atmosphere for change on your campus. One of the outcomes of the assessment process is the identification of areas where changes need to be made in your unit. However, meaningful changes cannot be made at your level, whatever it is, unless the larger organization is open to change and is supportive of the direction you want to go. At a minimum, have some assurance the administration "buys" into the process and will accept the report generated by the assessment team.

Be realistic about your reasons for undertaking an assessment. Prior to any discussion, determine your assessment objectives. Also, determine whether the document produced will be used internally or will be distributed.

Be realistic and avoid taking on too many changes to improve your unit. You inevitably will get bogged down in day-to-day responsibilities and find you cannot accomplish all the changes identified by the assessment. This can adversely affect the morale of your office because you have raised expectations you cannot fulfill.

Be realistic about the extent you can use the assessment process to establish unit priorities. You cannot always control the setting of priorities; responsibilities are often assigned from above. Secondly, it's human nature to do the easiest thing first. When your staff gets bogged down in those day-to-day responsibilities, you will be more apt to tackle an easy job rather than take on the more time-consuming tasks regardless of how important.

A final comment regarding the need to be realistic is not to expect to accomplish miracles overnight. Chances are at the end of the assessment process you'll have available the same people and the same resources you started with. If changes are going to occur, it will take work. This comment leads to the second general recommendation.

Do not look upon assessment as a one-step process. It is an ongoing process that involves "follow through" and recommitment. Using the retreat-based approach may reinforce a premature feeling you have accomplished what you set out to do, a "well, that's that" feeling in the members of the group as they come out of the intense experience feeling good about what they have done, and justifiably so. That is why it is essential someone is responsible for monitoring the ongoing process; that someone be given the task of pushing the group to follow through on commitments and assignments.

The question of who should be given the monitoring role relates directly to a third recommendation regarding *the role of the "boss" in the process*. Ideally it should be the boss who initiates the process and monitors its progress. A boss who initiates the process probably has the kind of commitment to the process that is needed for its success. Even more importantly, the person with supervisory and administrative responsibility for your unit is the only one in a position to bring about the changes that need to be made. Even when there is top level support for the assessment process, the monitoring ability of someone without supervisory authority is limited. That person will be able to remind staff of deadlines. He can solicit comments about how some new, recommended approach is working out as a subtle reminder about the approach. However, that individual will not be in a position to reassign staff or relieve staff members of their current responsibility in order to concentrate on a special assignment, no matter how central that assignment is to the success of the assessment follow up.

A fourth general recommendation is to *communicate* what you are doing prior to and during the process. The communication should occur in all directions—up, down, laterally. One practical reason is to get some credit for your efforts since on many campuses assessment and evaluation are "in" these days. Secondly, misunderstandings about "what" you are involved in and "why" may be avoided.

Recommendations based on the University of Montana experience

It is difficult to maintain enthusiasm and commitment to the assessment process when it is conducted on a weekly basis over a period of time. It is recommended an off-campus retreat be scheduled during a slow time of the year to complete the assessment. The use of an objective facilitator is also recommended, preferably a professional mediator from the community. Such an individual will be able to keep the discussions on track and to create a "safe" environment for open discussions.

The assessment team should include a cross section of classified and student employees. All members of the team should be individuals who will facilitate an honest evaluation. Individuals with a reputation for hindering or stymying group interaction should not be assigned.

If separate administrative and student assessment teams are utilized, the groups should be brought together for joint discussions and recommendations prior to the formal completion of the process.

Recommendation based on the Washington State University experience

Flexibility and adaptability are the key concepts to be shared. No format for the assessment process is recommended; unions and student activities offices should use whatever structure best meets their situation and schedule. Those considering conducting an assessment process on their campus should also not be intimidated by the comprehensiveness of the CUAM and SAAM. While the models can be used exactly as printed in the ACU-I publications, they can easily be modified for individual campus use without destroying their usefulness as a guide.

The one area of disagreement with the recommendations from the University of Montana concerns the assignment of "difficult" individuals to the assessment team. An individual with the tendency to hinder interaction will have to be dealt with at some point if that person is to be prevented from having a negative impact on the entire process. Including such a person on the assessment team, while creating some problems for the facilitator, may commit that individual to the process, thus avoiding rather than simply delaying non-constructive behavior.

The one strong recommendation regarding the structure of the process is to include, if possible, everyone on the staff as members of the assessment team. This, of course, will not be practical for union-wide assessments and it may result in somewhat larger than recommended groups for activities-centered endeavors. The rationale for this recommendation is one of the unanticipated benefits of the process: team building that happened during the assessment retreat. It is regretted that the entire staff did not get to share in that experience. Even if an assessment project does not meet all of the expectations of those involved or result in all of the hoped for changes, it's ability to generate a sense of team among the staff makes the effort worthwhile.

A new direction for assessment

While the College Union and Student Activities Assessment Models focus on alignment with standards, a new assessment approach aims to help unions identify and articulate what makes them distinctive and thus why they are uniquely qualified to contribute to the quality of institutional life. Described as a "case concept," it urges campus unions to add a more directive performance concept to existing mission and purpose precepts.

Chamberlain, who developed the College Union and Student Activities Models, described this new approach:

> *The major significance of a performance doctrine for articulating an institution's distinctive case is it is not just 'end bound' as is mission, nor 'means bound' as in program. A performance doctrine, in effect, can embody and interpret both mission and program. It can epitomize the organization's full expression as an active social group and the distinctive performance dimensions bonding its constituent groups and overseeing its general case and operations. (Chamberlain, p. 11)*

Reference

Chamberlain, P. (1990). Building a case for your union. *ACUI-I Bulletin, 58*(6), 9-13.

Subtle oppression

Carol Prior, University of Texas at Austin

If we are not aware of the effect of our behaviors, each of us can stifle and suppress the development of individuals. By misusing responsibility and/or power, or by mentally or spiritually burdening a person or child, we can contribute to establishing a negative self-concept and feelings of inferiority. Further, individuals develop misconceptions that one body of knowledge is superior to all others or one leadership or management style, usually interpreted as our way, is the only or best way. Underrepresented groups or subtly oppressed people will typically internalize signals of inferiority, cruelty, and abuse that may be transmitted emotionally or physically. It is unfortunate many fall prey to the barrage of negative signals that are emitted on a daily basis. It requires much trust, perseverance, support, and discussion to undo the damage that can be done to individuals in a relatively short period of time.

In order to contribute to a positive, growth-oriented, and trusting environment, one can employ any number of behaviors, attitudes, and actions that will support good academic and job-related performance, and contribute to a better working and learning environment. Each of us has a responsibility to learn how our behavior affects those around us. We should not misuse responsibility or personal power. We must learn to develop a respect for the differences of others. It is not responsible to plod through life continuing to believe we are all just alike. We are not all alike, and that is good. We must find ways to celebrate those differences and nurture and encourage individuals who are unlike ourselves. While we may find strength in our similarities, we will find enrichment as we learn of other cultures, viewpoints, lifestyles, and attitudes.

By affecting the environment and taking personal responsibility for bringing about positive change, all individuals can feel a part of and appreciated in the organization, the campus, and the greater community. The following methods are offered as suggestions for exploration, organizationally and professionally.

Enhancing the environment

Something as simple as looking people in the eyes and saying "hello" or "good morning" can make the environment much more hospitable. Frequently we are taught not to interact with strangers or people different from ourselves, but for students of color on a predominantly white campus, this can cause some very serious discomfort as one begins to try to interface on campus. One should be aware these students are sometimes shunned, physically avoided, and are made the objects of overt oppression as they move through campus life or attend classes.

We should provide places where underrepresented individuals can gather to feel safe and supported by persons of their own culture or identity group. If we had progressed as a society and nation that did not tolerate abusive language and behavior, we could begin to conceive of no separate places. This discussion often raises concerns as to whether we are harking back to the days of segregation. Unfortunately, we have not developed into a society that is just, equal, and nurturing of difference. These centers or safe spaces will be needed until we can replace our fear, mistrust, and dislike messages with knowledge, safety, and appreciation messages.

As an administrator, one should be aware of the surroundings—looking for and being able to recognize things that might offend or disenfranchise segments of the community. For instance, is all of the art or statuary representative of a prevailing culture, or is there a diversity of public art and statuary in campus facilities and on the grounds? Additionally, one should work to make the campus facilities and grounds barrier free to persons with different abilities. It is suggested one should attempt to traverse the campus as a differently abled person in order to become personally aware of the challenges some students encounter each day.

Managers and advisers should cautiously examine figures or photographs used for promotional advertising to ensure that sex role or racial stereotypes are not being utilized. There is no excuse for using images of women or people of color that are derogatory or connote negative images. We must be sensitive to using photographs of diverse groups and individuals and always try to include diversity in our visuals.

Managing diversity

It was easy to believe a person could speak for another individual or group of individuals unlike myself, because I was taught and encouraged to believe we are all alike. This is not the case. We should involve diverse representation in putting together committees, staffs, and decision-making bodies. A man cannot speak for me regardless of who he is. No one can know me well enough to speak for me. Likewise, I cannot speak for someone unlike myself. It is also perceived to be an affront to ask a person of color or a woman to speak for his or her entire group. We sometimes experience this as we try to put together committees. We would not expect a white male could represent the opinions of all white males; therefore, it is offensive to people of color and women to suggest they could be spoken for in a group by a single individual.

One should not expect less from women and people of color on the job or in the classroom. While not everyone has the same abilities or learns in the same way, one can be sensitive to the kinds of educational development different people may require. Some persons may require more coaching while others may need more positive reinforcement. We are each individuals and should be managed as such. To assume one style of management or teaching will be effective with everyone will contribute to certain failure for a number of individuals. People who have been oppressed find it very difficult to ask for help. They have been sent messages of inferiority from society all of their lives. It is important the manager or adviser provide a supportive atmosphere for asking questions, seeking help, and gaining confidence as skills and knowledge are acquired. Be prepared to teach and support colleagues and students, and whenever possible set up a means for internal promotion or upward mobility through the institution. If performance is lacking, or there are areas that can be improved, it is important to provide timely, direct feedback to the individual. To let a person fail without giving the type of support that is required perpetuates subtle messages of inferiority and one-upmanship.

Recognize and acknowledge your own prejudices and preconceived notions or stereotypes. For many people, our knowledge of other cultures and diversity has been severely limited by our families, our associations, and other institutions such as the media, the government, and the educational system. In the less extreme cases, people were taught to fear people unlike themselves. In the more extreme cases, individuals were taught to hate, be suspicious of, and mistreat persons of various culture groups. These prejudices continue to be transmitted through our families and our societal institutions today. It is time to interrupt these transmissions with some new information based on knowledge, education, and experience instead of fear and ignorance.

One can enhance one's own learning and that of your colleagues and students by attending ethnic events together and beginning an organized method of acquiring new information either through reading and discussions, or by attending workshops, seminars, or various programs. It is important to begin to let go of some of the previously held fears and trust the new experiences will begin to replace old negative messages with new, positive ones. One should learn to let go of one's suspicions and paranoia, and one can then view gatherings of women or people of color as gatherings, not as potential threats. Members of the prevailing culture have done it for years. Do not discourage the use of another language among students and employees. This creates a comfort level for them and enhances cooperation and trust while demonstrating a sense of respect for other cultures.

Positive personal commitment

Never tell a joke or make a statement that demeans another human being. This means people may need to derive their humor from sources different from those they currently know. One should not laugh at such jokes, for to do so finds the individual in collusion with the perpetrator of the oppression. Equally important, it is necessary you challenge individuals who participate in these oppressive behaviors. It is one's responsibility to correct those behaviors and derogatory comments as the situation dictates.

Labels in general are very disturbing to people of color. Only in the United States and South Africa are they utilized by the government. If you must refer to a person by her ethnic origin, ask the person her preference for such labeling. Some people prefer African American to Black. Whenever possible, Black should be capitalized—thus one of the reasons for the different label. Within the Mexican American/Chicana(o)/Hispanic/Latina(o) communities, it is very important to inquire as to what is the preferred reference. Many Native Americans prefer Indian, and gay men and lesbians live that lifestyle because of their sexual orientation, not their sexual preference. Asians and Asian Americans generally prefer these terms over Oriental, which was the term of preference a number of years ago. Because the Asian culture encompasses 17 different nationalities, not to mention subcultures, it is equally important to determine the specific cultural-related preference of these individuals as well.

Watch for inflammatory and oppressive comments such as "Indian giver," "Chinese fire drill," "blacklisted," "black sheep," "call a spade a spade," etc. The term "minority" is offensive to many people of color because they comprise nine-tenths of the world population. Only in this country are certain individuals labeled a "minority."

Learning about the issues of diversity may seem to be an enormous task. It is important, however, to remember our ignorance was not born in a day, nor will injustices be righted in a day. We must not succumb to the belief societies and individuals will never change and that progress cannot be made.

Given the changing demographic projections, these sensitivities will be a priority for the individuals who will comprise the new majority in the early 21st century. These changes will occur with or without our participation or cooperation. The world changes so rapidly now. It is incomprehensible to recall our lives before the mass distribution of VCRs; however, they were not a significant part of our culture 10 years ago. By the year 2000, other major changes we are not responding to currently will begin to be observable and individuals and institutions must be ready to respond. It will be necessary for educated, intelligent individuals to become literate with regard to other cultures just as we have become literate with regard to computer applications. Evading the issues and postponing the inevitable will only continue to contribute to the discomfort so many individuals are living with today.

We must be willing to tell the "inside story" to all of the members of our team. Without the proper preparation, training, and coaching, we will continue to lose significant numbers of students and staff to the sea of oppression. If in the learning process you offend someone along the way, apologize and recognize the road to understanding contains a bump here and there. Do not believe, however, people of color or women are going to tell you whenever you offend them. For the most part, the risk is usually perceived to be much too great unless a very trusting relationship has been established.

The non-oppressive environment

So what does this ideal office, organization, or campus environment resemble? Students, faculty, and staff have experienced diversity education and are working toward expanding their knowledge of and experience in another culture. Individuals are committed to nurturing diversity, having moved beyond tolerance and acceptance.

There are opportunities for people to come together to share a cross-cultural experience and celebrate diversity—supporting the notion of the salad-bowl theory versus the simmering homogeneity of the melting pot. Fearing differences happens rarely, and one can respond to issues related to diversity from a knowledge base instead of reactionary conjecture.

Role models are apparent throughout the organization, and people socialize with and befriend persons unlike themselves. Generating diverse programming is no longer the sole responsibility of the various culture groups. Oppressive language and behaviors are not tolerated, and people have gained a true appreciation for something new and exciting. All people respect, learn about, and celebrate the culture of others. There is so much to be gained from these experiences and everything to lose if we are not committed to mastering the next educational frontier, multicultural literacy.

Chapter 7: Business of the Association

Role of the college union

1. The union is the community center of the college, for all the members of the college family—students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.
2. As the *living room* or *hearthstone* of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another outside the classroom.
3. The union is part of the educational program of the college. As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy. Through its various boards, committees, and staff, it provides a cultural, social, and recreational program aiming to make free-time activity a cooperative factor with study in education. In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.
4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

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1929	Rufus H. Fitzgerald, University of Iowa
1930	Paul B. Hartenstein, University of Pennsylvania
1931	Foster M. Coffin, Cornell University
1932	Porter Butts, University of Wisconsin
1933	Edward S. Drake, Ohio State University
1934	Nelson B. Jones, Brown University
1935	Raymond H. Riggs, Michigan State University
1936	Carl Lauterbach, University of Rochester
1937	Lloyd M. Vallely, Purdue University
1938	G. Ray Higgins, University of Minnesota
1939	J.E. Patrick, Indiana University
1940	Harold E. Pride, Iowa State College
1941	Robert Parke, University of Buffalo
1942	Walter H. Heideman Jr., Wesleyan University
1943-46	Foster M. Coffin, Cornell University
1946-47	D.R. Matthews, University of Florida
1947-48	Douglas O. Woodruff, University of Utah
1948-49	Vernon L. Kretschmer, University of Illinois
1949-50	Donovan D. Lancaster, Bowdoin College
1950-51	Duane E. Lake, University of Nebraska
1951-52	Franklin C. Kuenzel, University of Michigan
1952-53	Charles D. Owens, University of Washington
1953-54	Louis D. Day Jr., University of Pennsylvania
1954-55	William E. Rion, University of Florida
1955-56	Frederick Stecker, Ohio State University
1956-57	Earl E. Harper, State University of Iowa
1957-58	George L. Donovan, Pennsylvania State University
1958-59	J. Wayne Stark, A&M College of Texas
1959-60	Chester A. Berry, Stanford University
1960-61	Gerald O.T. Erdahl, North Carolina State College
1961-62	Floyd I. Brewer, University of Cincinnati
1962-63	Abe L. Hesser, Oklahoma State University
1963-64	Max H. Andrews, New York University
1964-65	A.L. Ellingson, University of Oregon
1965-66	William D. Scott, University of Houston
1966-67	George F. Stevens, Oregon State University
1967-68	Richard Blackburn, Kansas State University
1968-69	Edwin O. Siggelkow, University of Minnesota

1969-70 Robert A. Alexander, University of California-San Francisco
1970-71 Harold W. Jordan, Indiana University
1971-72 Boris C. Bell, George Washington University
1972-73 Shirley Bird Perry, University of Texas at Austin
1973-74 Ronald C. Barrett, San Jose State University
1974-75 C. Shaw Smith, Davidson College
1975-76 Ernest L. Bebb Jr., University of Utah
1976-77 Ronald N. Loomis, Cornell University
1977-78 Bruce T. Kaiser, Northwestern University
1978-79 Lyle S. Curtis, Brigham Young University
1979-80 William H. Spelman III, University of Rochester
1980-81 John Ketter, University of Northern Iowa
1981-82 Adell McMillan, University of Oregon
1982-83 Dorothy Pijan, Case Western Reserve University
1983-84 Dale McHenry, Purdue University
1984-85 LeNorman Strong, Cornell University
1985-86 Cynthia Woolbright, Bentley College
1986-87 Joseph H. Benedict J., Long Island University-C.W. Post Campus
1987-88 Neil B. Gerard, California State Polytechnic University-Pomona
1988-89 Carol Prior, University of Texas at Austin
1989-90 Greer Wilson, University of Virginia
1990-91 Winston Shindell, Indiana University

Conferences of the Association

1914 Ohio State University, Ohio Union
1915 Ohio State University, Ohio Union
1916 Case School of Applied Science, Case Union
1917 Indiana University (canceled because of war)
1920 University of Michigan, Michigan Union
1922 (March) Harvard University, Harvard Union
1922 (December) University of Toronto, Hart House
1923 University of Minnesota, Minnesota Union
1924 University of Pennsylvania, Houston Hall
1925 Purdue University, Purdue Union
1926 Cornell University, Willard Straight Hall
1927 University of Iowa, Iowa Memorial Union
1928 Vanderbilt University, Vanderbilt Union
1929 University of Wisconsin, Wisconsin Union
1930 Brown University, Faunce House
1931 University of Michigan, Michigan Union
1932 University of Rochester, Todd Union
1933 Ohio State University, Ohio Union
1934 Indiana University, Indiana Union
1935 University of North Carolina, Graham Memorial Union
1936 University of Texas, Texas Union
1937 Purdue University, Purdue Memorial Union
1938 University of Minnesota, Minnesota Union
1939 University of Florida, The Florida Union
1940 University of Pennsylvania, Houston Hall
1941 University of Nebraska, The Student Union
1946 University of Minnesota, Coffman Memorial Union
1947 University of Illinois, The Illini Union
1948 Hotel Roanoke, Roanoke, Virginia
1949 The Broadmoor, Colorado Springs, Colorado
1950 Ocean House, Swampscott, Massachusetts
1951 Michigan State College, Union Building
1952 Oklahoma A&M College, The Student Union
1953 University of California, Stephens Union, Berkeley, California
1954 Edgewater Beach Hotel, Chicago, Illinois
1955 The Greenbrier, White Sulphur Springs, West Virginia
1956 Purdue University, Purdue Memorial Union
1957 Hotel Utah, Salt Lake City, Utah
1958 Michigan State University, Kellogg Center
1959 Deauville Hotel, Miami Beach, Florida
1960 Indiana University, Indiana Memorial Union
1961 The Broadmoor, Colorado Springs, Colorado
1962 Purdue University, Purdue Memorial Union
1963 The Greenbrier, White Sulphur Springs, West Virginia
1964 Indiana University, Indiana Memorial Union
1965 Sheraton-Palace Hotel, San Francisco, California
1966 Hotel Roosevelt, New Orleans, Louisiana
1967 Benjamin Franklin Hotel, Philadelphia, Pennsylvania
1968 Sheraton-Chicago Hotel, Chicago, Illinois
1969 Denver Hilton Hotel, Denver, Colorado
1970 Shamrock Hilton Hotel, Houston, Texas
1971 The Greenbrier, White Sulphur Springs, West Virginia
1972 The Chase-Park Plaza, St. Louis, Missouri
1973 St. Francis Hotel, San Francisco, California
1974 Royal York, Toronto, Ontario
1975 The Diplomat, Hollywood, Florida
1976 Hotel Muehlebach, Kansas City, Missouri
1977 Hotel del Coronado, San Diego, California
1978 Grand Hotel, New Orleans, Louisiana
1979 Stouffer's Cincinnati Towers, Cincinnati, Ohio
1980 Radisson Hotel, Minneapolis, Minnesota
1981 Hilton, San Francisco, California
1982 Hyatt Regency, Dallas Texas
1983 The Homestead, Hot Springs, Virginia
1984 Clarion Hotel, St. Louis, Missouri
1985 Hotel del Coronado, San Diego, California
1986 Shamrock Hilton Hotel, Houston, Texas
1987 Boston Marriott Copley Place, Boston, Massachusetts
1988 New Orleans Marriott, New Orleans, Louisiana
1989 Hyatt Regency/Ohio Center, Columbus, Ohio
1990 Red Lion Inn, Portland, Oregon
1991 Adam's Mark, St. Louis, Missouri
1992 Hilton, Atlanta, Georgia
1993 Marriott, Chicago, Illinois
1994 Hilton Hawaiian Village, Honolulu, Hawaii
1995 Marriott, San Antonio, Texas
1996 Marriott, Philadelphia, Pennsylvania

Minutes of the 1991 Annual Business Meeting

Call to order

President Winston Shindell of Indiana University- Bloomington called the meeting to order at 4 p.m. Tuesday, March 26, in the St. Louis Ballrooms A&B of the Adams Mark in St. Louis, Mo. Meeting agendas and copies of the Association's Annual Reports had been placed in delegates' packets. Additional copies were distributed at the door of the meeting room. Victoria Angis, Castleton State College, was introduced as the parliamentarian.

Memorial resolution

Noting that a memorial resolution commemorating Lawrence E. Moch Sr. had been distributed, President Shindell called for a moment of silence. The resolution follows:

Lawrence E. "Larry" Moch Sr., the first black member of the East Baton Rouge Parish School Board, died Dec. 26, 1990. He was a graduate of Wiley College, Marshall, Texas, with further studies at Southern University and Springfield College in Massachusetts.

Larry was a certified director of the Young Men's Christian Association of North America and served as executive director of the Asheville, N.C., YMCA before becoming executive director of the Baton Rouge YMCA. He had been director of the Smith-Brown Memorial Union at Southern University, Baton Rouge, La., since 1969. During his 21 years of administrating the affairs of the Union, his accomplishments were numerous, including the renovation/expansion of the building in 1974.

Larry was an active participant in ACU-I on both regional and international levels. Larry served on the Conference Program Committee for the 1978 New Orleans conference and in 1980 became a member of the Product Exhibits Committee, a volunteer commitment he held for 10 years.

Well-known for his broad community involvement, Larry was commissioner of Pontchartrain Levee Board, past president of Mental Health Association of Greater Baton Rouge, past president of Legal Aid Society of Baton Rouge, and a class leader at Bethel African Methodist Episcopal Church. He was a member of Alpha Phi Alpha Fraternity; Baton Rouge Convention Facilities Consortium; Mayor's Council on Youth Opportunity; and Boy Scouts of America.

Larry was a people person with a keen sense of humor. A passage from one of his favorite poems, "To Those I Love," by Isha Richardson, stated the way he would like to be remembered:

> *If I should ever leave you whom I love*
> *To go along silent way grieve not nor*
> *Speak of me with tears. But laugh and*
> *Talk with me as if I were beside you there.*

Association incorporation

President Shindell reminded members they had received a mailing in February explaining the resolutions for adoption related to incorporating the Association. The mailing included full text of the resolutions, the Constitution and Bylaws, and Draftsman's Commentaries from Leagre & Barnes, the attorneys handling the incorporation. President Shindell asked for questions or comments from the membership. There were none. He then announced institutional members would receive their mail ballots in April 1991.

Acceptance of 1990-91 Annual Reports

Ernest Bebb of University of Utah moved, Bruce Kaiser of Northwestern University seconded, and it passed that the following annual reports be accepted and entered into the Association's files.

President's report

Winston Shindell

Approximately one year ago as I accepted the presidency of ACU-I, I noted the next year would be spent looking inward with an eye toward the ongoing health of our professional association. Put quite simply, as an organization, were we in a position to meet the challenges of the '90s?

In answering that question, I stated three concerns I thought must be addressed:

1. Does the structure of ACU-I allow it to effectively operate in a rapidly changing world? Is the Association too volunteer-driven?
2. Is the Association providing the membership with adequate resources and strategies to help educate those inside and outside of academe to our purpose and the educational role we play on the campus?
3. As an association, have we failed to focus on who we are and more importantly, why we have chosen college unions and student activities as a profession? What are we doing to recruit young professionals into our field and what input if any are we having on the preparation of those professionals?

In an attempt to respond to the first concern, the term of Frank Cianciola on the Executive Committee was extended one year to study the structure of our Association to make it more responsive to the needs of our membership and to improve overall organizational effectiveness. Frank's work will be completed with the St. Louis Conference and his recommendations will be considered for action at the summer meetings of the leadership team. Job descriptions, organizational charts, and financial reporting formats have all been updated and improved.

A challenge was delivered and accepted by the Commission on Educational Programs and Services to increase the number of seminars, preconference seminars, publications, and meaningful research that supported the goals of the Association. Under the leadership of Tom Keys, the Commission has responded to that challenge with the specifics included in the Annual Report for CEPS.

Last of all, as promised, a Think Tank with representation from college presidents, vice presidents for academic affairs, vice chancellors for student services, association executives, and college union directors was brought together to share perspectives and to suggest solutions. The results of that meeting were fully covered in the January and March issues of the *Bulletin*. In addition, as a follow-up, the Executive Committee has assigned one of the member-at-large positions the responsibility during the next year to develop and/or recommend a series of services and programs for the membership in this area.

In responding to the concern on recruiting and preparing individuals for the profession, the Executive Committee assigned the remaining member-at-large position to this area. More specifically, we will be developing recruitment strategies and supporting materials, identifying graduate preparation programs and making connections with them, and developing model curricula that emphasize the essential skills needed in our profession. Not only will we be focusing on the recruitment and preparation of professionals, we will also be much more active in developing relations with the graduate preparation programs throughout the country.

The long-term health of the Association has to come from the grass roots—the regions. Through the leadership of Gretchen Laatsch, action is being taken to strengthen budgeting and fiscal responsibility, to develop standards and performance expectations, and to promote stronger student involvement at the regional level.

As vice president for committee affairs, Bernard Pitts has worked hard to create a more coordinated, unified committee system. A different approach was taken in developing the budget with more involvement from the chairpersons as a group. Also, steps were taken to improve communication, to encourage regional coordinator participation in regional activities, and to conduct educational sessions at all regional conferences.

In completing his final year on the Executive Committee as a member-at-large focusing on membership, Bill Brattain has been a moving force in introducing several changes. Not only do institutional memberships stand at an all-time high, we have a new approach for subscriber members that will hopefully create additional exhibitors at our annual conference. For the first time ever, a special breakfast will be held with a featured speaker for professional members. Bill has also been very involved in working with the Two-Year Colleges Committee in developing a survey that will provide information to promote recruitment in this important area.

Under the watchful eye of Bruce Zimmerman, the approach to product exhibits has been completely reorganized. The conference schedule has been modified to allow more uncontested time for exhibitors. George Preisinger continued to serve the Association as our representative to the Council for the Advancement of Standards for Student Services/Development Programs. As Affirmative Action Officer, Lois Geib has provided information that assists us in identifying specific levels of leadership positions within the Association that are underrepresented. Manuel Cunard has refocused the efforts of the Development Fund Committee toward more corporate co-sponsorships and underwriting of specific programs and services. He and his committee have successfully solicited corporate funding to underwrite expenses for various conference programs. Adell McMillan has communicated with all members of the 1990-91 Nominations Committee and will do an outstanding job of interviewing candidates for president-elect and recommending a candidate to the membership. Patrick Bailey has accepted the position of Resolutions Committee chairperson and will be very busy during the conference with his committee in developing a resolutions report that will capture the essence of the "University of the College Union."

During the past year I challenged the leadership team to focus more attention on increasing the number of individuals not only being nominated for leadership positions within the Association, but willing to accept those nominations. Debra Hammond, volunteer coordinator, did a masterful job of processing the paperwork for the 263 members who were nominated. Out of that total, 79 members were willing to allow their names to be considered. This was an all-time record response and a note of thanks is due to every member who participated in the process.

The move toward incorporation, the changes in ACUIRES, the introduction of advertising in the *Directory*, and other innovations are detailed in the Annual Report from the Executive Director. Certainly, the accomplishments of the past year would not have been possible without a strong, highly motivated, and highly committed professional staff at the Central Office. As an association, we are extremely fortunate to have that particular staff supporting us.

As I review the year, my highlights are no different than the presidents who have preceded me. We always come back to the people who are the Association. During the past year, as your president, I have had the opportunity to attend conferences in Regions 7, 9, and 11; to address the college union and student activities directors in the states of New York and Wisconsin; to plan, coordinate, and chair the special "Think Tank"; to represent the Association at the 50th anniversary of the Illini Union; to represent the Association at the summer meeting of the Committee on Higher Education Management Associations; to visit the unions at Colorado State University, Wichita State University, Bowling Green State University, the University of North Carolina at Chapel Hill, Lincoln Land Community College, Prince George's Community College, the University of Maryland-Baltimore County, the University of Illinois, the University of Pittsburgh, Northwestern University, the University of Wisconsin-Madison, and the University of Wisconsin-Platteville. At every stop, I am again reminded we are a professional association that has been blessed with a group of people who share a common vision and who have one of the warmest, tightest, and most supportive networks that exists in higher education. My decision to devote a lifetime to this profession has been constantly reaffirmed through the existing friendships that have been strengthened and the new friendships that have been made.

I thank you for giving me this opportunity and including me. It truly has been a special year.

President-elect's report

J. William Johnston

The past year has been a very active one for your president-elect. I have presented keynote addresses or sessions at three regional conferences, will keynote the Region 1 ACU-I Conference and the Student Union Senior Officers Conferences in Cardiff, Wales, in July, and have committed to one regional presentation for the fall of 1991. It was a distinct pleasure to join with a select group of leading educators and ACU-I leaders at Northwestern in October as part of a very valuable Think Tank dealing with "community."

In addition to preparing for my year as president and as a functioning member of the Executive Committee, my work this year has centered on analyzing Task Force 2000 implementation strategies, examining the needs of the Association that require immediate attention, and attempting to assess ACU-I's ability to be on the cutting edge of college union and student activities strategies as it faces the many challenges of the decade ahead. The two remaining items as of this February writing will be to coordinate the preconference leadership team meeting and orientation of new Executive Committee members.

The events of my year as president-elect have not only prepared me for the activities of the year to come, but have underscored for me the worthiness of our profession and the fine work being done throughout the country and the Association by our colleagues.

Immediate past president's report

Greer Dawson Wilson

In an effort to obtain some idea of where and what the Association should be doing in the area of multiculturalism, LeNorman Strong, Patrice Coleman-Boatwright, Ishmail Conway, and Archie Copeland were asked to share their views on the topic. These persons were selected because of the breadth of experience and knowledge they had on the subject and because of their commitment and involvement throughout the years with the Association.

The questions posed were as follows:

1. What role, if any, should the Association of College Unions-International play in the area of multicultural education?
   a. Are we talking about the Association as an organization?
   b. Are we talking about the Association as the delivery system to our members and member institutions?
   c. Are we talking about regions?
   d. Should we develop and train teams that would travel throughout the regions providing training to staff and students?
   e. How will we know when we have been successful?
2. In other words, if money were no object, what would your philosophical position be about ACU-I and multicultural education?
   a. What programs, projects, and ideas do you feel would work and meet the needs of our membership?
   b. How can your ideas best be implemented?
   c. What recommendations do you have for the Executive Committee?

In summarizing the responses, it is clear that:

1. The Association should be involved in multicultural education. It is a responsibility and an obligation of the organization to itself and to its members.
2. Frustrations exist in that after all of this time, we as an organization still do not share a common definition of the term multiculturalism. In addition, it was felt many people are now responding because it is "politically correct" instead of truly understanding and believing in the concept of multiculturalism. This, however, is the same problem we are all now facing on our respective campuses and within our student union and activities programs.
3. Without fail, all agreed training teams are essential. These teams must be available for regions to use in educating our students, staff, and institutions. Persons trained in various regions would be expected to work within their regions to help provide information, programs, and services related to multiculturalism.

Specific ideas and suggestions are that:

1. A consortium be developed and funded with sister organizations such as ACPA, NASPA, and NACA.
2. The Executive Committee should continue to ensure leadership positions (both on the regional and international level) are filled with individuals that have a commitment to eradicating oppression of any kind. This should be coupled with training sessions containing both theory and skills, again on all levels within the organization.
3. All component groups within the Association should continue developing materials free of sexist and racist language.
4. Training should occur on three levels:
   a. Regional level
   b. International level (ACU-I professional staff and the leadership team)
   c. Student and new professionals level
5. A vehicle within the organization be designed (such as the Student Development Advisory Team) to create, implement, and carry out the training for the Association.
6. An assessment be designed to find out exactly where and what progress, if any, we have made in the area of multicultural education as an association and at the institutional level.
7. Programs be developed around the areas of language, facilities, and multiculturalism. Specifically, LeNorman wrote that:

> ***Language.*** *Develop a language guide providing the history of how some language developed, and providing operating definitions to help members develop their own 'language' around multiculturalism.*
>
> ***Facilities.*** *The access and use of facilities is critical to the success of multicultural initiatives. ACU-I should commission a report on facilities. Services, ambience/aesthetics, policies, etc., are critical to the accomplishment of making facilities multicultural. Along with these come resources in browsing libraries, food service offerings, etc. One could continue to look at what is available in a community, or more importantly, what should be available in a community, and to see what the college union could do.*

8. The Association must continue the multicultural programs it has started including the publishing of pertinent articles in the *Bulletin*. Alternate delivery systems for reaching our members should be developed by CEPS.

In concluding this report, I have shared a statement from each of the four professionals that discussed their ideas. According to LeNorman Strong, "ACU-I, as the principal association serving college union professionals, has an absolute responsibility to embrace multiculturalism as an organization, and to take the lead in developing resources for education, staff training, facility services, activities, and other applications in the college union."

Archie Copeland wrote, "One of my topics over the years has been modeling vs. mentoring. We are often assigned mentors or choose them by mutual consent. Individuals (and institutions) pick their models and strive to pattern their lives accordingly. If and when the Association truly becomes a multicultural organization, it will attract those individuals (and institutions) that espouse or aspire that philosophy. Perhaps our greatest goal could be to get our own house in order and then embrace those who enter."

Patrice Coleman-Boatwright wrote, "We must get our act together and deal with systemic change within the organization. We must determine what we can realistically deliver to our members and member institutions."

Ishmail Conway stated that, "The dominance of the Eurocentric cultural perspective within ACU-I's organization praxis is not negative unto itself. It does, however, reflect a narrowness of that perspective's bias, and has implications for challenges in multicultural adaptability. This becomes most critical in addressing the structural, human resource, and symbolic framework of delivering services to our members and institutions."

In accepting this report, it was the recommendation of the professionals who shared their ideas and suggestions that the Executive Committee of the Association, in consultation with various component groups, if appropriate, decide what and how the recommendations given be handled within the Association. We as an association must act now if we are to be prepared to meet the challenges of the future.

Vice president for committee affairs report

Bernard J. Pitts

Standing committees have been a part of the organization of the Association for over 20 years. The current nine committees provide the modus operandi for direct volunteer involvement of heterogeneous groups that make up our diverse association. The committees vary in objectives from very program-oriented to very philosophical and conceptual. Efforts have been taken to become more fully coordinated as a unified committee system. Chairpersons are involved collectively in the preparation of the total annual budget for standing committees as well as providing input in determining priority for use of resources. This year common goals were established as: improve external/internal communication; encourage regional coordinator participation in regional leadership; conduct educational sessions at all regional conferences; and utilize budget effectively.

Inherent problems continue to plague the committee structure including: poor communication within the respective committee membership, work done by a few, many coordinators not in positions that receive institutional funds or travel privileges to attend annual conference face-to-face meetings, minimal or no opportunity to network or team building within committee activities, preoccupation of chair or committee members by local campus problems, and turnover in committee/coordinators.

Special note of thanks goes to Michael Hatch who will complete his term as chair of the Computer Applications Committee. We welcome Charles Morrell as the incoming chair to join our returning chairs: Kim Savage, Joe Comeau, Michael Poe, Vance Safley, Glenn Carlson, Jim Rennie, Teresa Drummond, and Michael Ramsey-Perez.

With this excellent group of experienced and dedicated leaders we will strive to meet our goal of responding to our Association's request for service and programs.

1. Committee on Arts-Related Activities (COARA)

Chair: Vance G. Safley, Rutgers University

Committee roster:

Kathryn Andre, Louisiana State University-Shreveport
Susan M. Boulé, Georgia Institute of Technology
Eloy Chavez, University of New Mexico
Stephen Cusulos, University of Minnesota-Twin Cities
I.B. Dent, Fort Hays State University
Jim Eustrom, Chemeketa Community College
Alan Glick, Virginia Polytechnic Institute
Mark Guthier, Indiana University
Barbara Kowallic, Central Michigan University
Philip J. Milio, Fashion Institute of Technology
Rosalyn Munk, Arizona State University
Soncia Reagins, California State University-San Bernardino
Pat Richards, Essex County College
James Scaltz, Pennsylvania State University
Kathy Svec, Iowa State University
Phillip Van Keuren, Southern Methodist University
Jill Walsh, Loyola University
Marcia Weiner, SUNY at Stony Brook

Committee accomplishments

Significant and beneficial progress has been made by the Committee on Arts-Related Activities (COARA) this year in achieving the goals and objectives of the Committees' strategic plan for 1990-91. Based upon the numerous inquiries, discussions, and feedback I have had during the year, it is obvious COARA has a vital role to fulfill for college union and student activity professionals. The following overview illustrates the key accomplishments of COARA for 1990-91.

First and foremost, as the attached committee/coordinator roster indicates, substantial improvement has been made in filling regional COARA coordinator positions. Thanks to major support and effort by the regional representatives, interested individuals were interviewed and selected for six additional COARA coordinators. This gives COARA 13 regional coordinators, up from seven at the beginning of the year. This crucial accomplishment is key to establishing a national "Arts Partner Support Network" as outlined in the strategic plan. Additionally, communication and interaction within and between regions, has been greatly enhanced by the appointments as well.

A major initiative and objective, the Summer Arts Institute, to date has been developed, confirmed, promoted, and will be presented July 24-27, 1991. The Institute will address presenting the visual and performing arts in the college union through insightful professional seminar presenters and intriguing "behind the scenes" glimpses of some of the finest arts facilities in and around New York City. The goal of this Arts Institute is to begin to re-establish the college union as the artistic "house of serendipity" by providing a meaningful opportunity for professionals to become familiar and proficient in presenting the arts.

Substantial progress has been made toward completing a nation-wide, regionally based listing of traveling visual arts exhibits. Kathy Svec, Iowa State University, conceived and developed this useful and comprehensive resource. Each COARA coordinator has had the opportunity to review and incorporate additional regional sources providing exhibits, many of which are available at no or low cost. Thanks to Kathy's work and each regional coordinator's contributions, COARA has successfully addressed an important need of many colleagues, as well as providing valuable data for the ACU-I arts data base.

The ACU-I *Bulletin* provides a vital link to its membership and COARA is committed to contributing timely and beneficial articles. The November issue's Dialogue focused on arts

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censorship and the college union. I'm sure other arts-related articles will soon follow in the *Bulletin*.

This year's annual conference in St. Louis will mark a prodigious return of the arts for all in attendance. Several visual art exhibits will be presented in and adjacent to the exhibit hall. These artworks are not only being presented for all conferees' pleasure, but many will also be available as traveling exhibitions. Information on these exhibits, COARA, and general arts advocacy literature will be on hand in the COARA booth.

I would like to thank Marsha Herman-Betzen, Nancy Davis, Becky Schum, Paul Breitman, Stayton Wood, J. William Johnston, and Bernard Pitts for their extensive assistance throughout the year, as well as each regional coordinator and regional representative. This record of achievement could not have been made without each of them.

2. College Bowl Committee

Chair: Michael H. Poe, University of Illinois-Chicago

Committee roster:

Mark Day, California State University-Long Beach
Tom Deaton, Dalton College
Rick Haught, University of St. Thomas
Ernie Jones, Bainbridge College
Ronald Loomis, Cornell University
Pat Moonen, University of Arizona
Sharon Silverstein, East Stroudsburg State University
Joanna Truitt, Towson State University
Marla Brinson, Middlesex County College
Dan Stoffell, College Bowl Co., Inc.
Lillian Parker, College Bowl Co., Inc.
Mary Oberembt, College Bowl Co., Inc.

1990-91 goals and objectives

A. Continue development of more effective communication to promote College Bowl.
   1. Fill all national ACU-I College Bowl Committee positions and regional College Bowl positions by July 1, 1990.
      - Encourage regions to recruit and select for appointment new College Bowl regional coordinators prior to previous coordinators' final regional championship tournament.
   2. Hold a July 1990 face-to-face training workshop for all regional College Bowl coordinators, international College Bowl Committee members, and related College Bowl, Inc. staff in Chicago, Ill.
   3. Maintain regular communication (at least bi-monthly) between regional College Bowl coordinators, regional representatives, and Executive Committee members.
   4. In conjunction with College Bowl, Inc., update training and promotional materials.
      a. Update and reprint College Bowl On-Campus Program Information Guide by Aug. 15, 1990.
      b. Update and redesign College Bowl promotional materials by Jan. 15, 1991 for use Spring 1991.
      c. Update ACU-I Regional Coordinators Training Manual by July 15, 1990.
      d. Provide regional coordinators with adequate promotional materials for 1990 Fall Regional ACU-I conferences to include fliers on lock-out system, fliers on College Bowl Collection; sample newsletters, 7-minute College Bowl video loop, 12-minute Campus All-Star Challenge videotape, and CASC 11" x 17" fold-out flier.

B. Present final 1990-91 College Bowl contract/letter agreement for approval at July 6-9, 1990, ACU-I executive meeting in Bloomington, Ind.

C. In conjunction with College Bowl, Inc., hold a national face-to-face College Bowl Tournament for ACU-I regional winners, Spring 1991. Investigate television sponsorship for this program.

D. Conduct a "Battle of the Regions" College Bowl match at the 1991 annual ACU-I Conference, St. Louis, Mo.

E. Increase College Bowl participation a minimum of one school per region and recruit a total of 280 schools to be participating in College Bowl by the end of 1990-91.

F. Develop long-term plan for a Two-Year Colleges Program with a written discussion draft by March 1991.
   1. Conduct a needs assessment with two-year colleges to help in formulating a long-range plan.
   2. Communicate aggressively with other ACU-I leadership groups including regional representatives and Two-Year Colleges Committee.
   3. Present a minimum of seven regional or multi-regional pilot invitational tournaments.

G. Try to increase funding of ACU-I College Bowl programs through television or corporate sponsorship.

H. Develop plan to sustain Campus All-Star Challenge (CASC) for historically black colleges and universities (HBCUs) in order to help establish communication between ACU-I and HBCUs.
   1. Improve communication between the College Bowl Committee including CB regional coordinators and other ACU-I component groups on the CASC.
   2. Assist College Bowl, Inc., in efforts to expand staff to better support CASC.
   3. Improve communication between ACU-I and NAFEO on CASC.

I. Continue to improve the communications within our Association through:
   1. Delivery deadline dates and notification of regional coordinators of decisions and process.
   2. Keeping ACU-I component groups informed on an ongoing basis of objectives, programs, and activities of College Bowl.

J. Continue to improve the question and packet quality.
   1. The 1990-91 College Bowl Tournament question packets are to include in every game packet at least two questions that contain multicultural content reflective of the unique cultures of women, international, and ethnic minorities.
   2. Every attempt should be made to assure CB questions are written in a style that is sensitive to the ethnic and national diversity of CB players and that avoids U.S./Eurocentric references.
   3. College Bowl Co., Inc. will report to the College Bowl Committee the results of a numerical count

of the 1990-91 College Bowl Tournament (regional and national) question packets to measure the multicultural content reflective of the cultures of women and ethnic minorities.

K. The College Bowl Committee will develop strategies and resources to increase the diversity of players in campus tournaments.

Committee accomplishments

A. As planned in 1989-90, the National Championship Tournament for Campus All-Star Challenge was held in Washington, D.C., at the studios of Black Entertainment Television on April 6-9, 1990. West Virginia State College was the first Campus All-Star Challenge National Champion in this program for historically black colleges and universities. Thirty-two institutions participated with the sponsorship of American Honda Motor Company.

B. A highly successful National Championship Tournament for College Bowl was hosted by the University of Minnesota April 27-29, 1990. Dave Dorman, University of Minnesota, was host director and Rick Haught, University of St. Thomas, was tournament director. The University of Chicago prevailed as the 1990 College Bowl National Champion. Eight television programs aired on BET cable in the Spring.

C. All regional coordinator positions were filled by the regions by July 15, 1990.

D. Twelve regional coordinators and 13 other committee members attended the summer training seminar and committee meeting July 27-29 at the University of Illinois at Chicago.

E. The College Bowl On-Campus Program Information Guide and Regional Coordinators Training Manual were completely overhauled and updated. "A Quick Ten Points'" newsletter was sent out periodically by the College Bowl Co., Inc.

F. The 1990-91 College Bowl Co., Inc./ACU-I letter of agreement was approved in Summer 1990. The agreement was overhauled to include Campus All-Star Challenge and to increase understanding.

G. Regional Championship Tournaments for College Bowl were conducted in 15 regions March 1-3, 1991.

H. Although a final number has not been determined at the time of this report, it appears we will be close to our goal of 290 schools participating in College Bowl during 1990-91.

I. A successful Battle of the Regions College Bowl tournament was held during the 76th annual conference in Portland, Ore. Region 10 won the competition and $100 for its treasury.

J. Four regional or multi-regional invitational College Bowl tournaments were held in 1990-91 for two-year colleges. The committee is in the process of compiling results from over 150 survey responses on the future of College Bowl for two-year colleges in concert with the ACU-I Two-Year Colleges Committee.

Special highlights

A. American Honda Motor Company, sponsor of Campus All-Star Challenge has agreed to support expansion of the program to 64 schools and $233,000 in grant money to participants in 1990-91. The sponsor also funded a face-to-face training program in Atlanta, Ga., in November 1990 to train new volunteers to act as game officials for the February 1991 Sectional Tournaments.

B. The College Bowl Committee expanded efforts to solicit a host institution for the 1991 National Championship Tournament. Twelve schools were targeted as possible host and any other institution could submit a bid. While there was interest in hosting future tournaments, no bids were received by one month after the deadline. At this time, the committee chair's institution submitted a bid and the site selection committee asked the University of Illinois at Chicago to host the tournament April 26-28, 1991.

Specific concerns

A. The College Bowl Committee continues to codify its operation through development of manuals, guidelines for hosting the national tournaments, and marketing of College Bowl to member institutions.

Many of these initiatives are continuations of efforts of the previous chairperson, John Corker, Southern Illinois University at Carbondale. The committee needs to continue efforts in this area.

B. The war in the gulf has had a negative impact on the scheduling of Campus All-Star Challenge sectionals and nationals. The corporate sponsor, American Honda Motor Company, reviewed all short-term travel in the company in light of terrorist threats. Included in this review was the Campus All-Star Challenge. As a result, the sectional tournaments were postponed from February to April 1991 and the national tournament from April to May 1991.

C. Continued efforts must be made to find a major corporate sponsor for the College Bowl National Championship Tournament. The College Bowl Co., Inc. is continuing efforts in this area. One of the causes of limited interest in hosting the National Tournament is the need for host institutions to support the cost of the tournament.

D. A special thanks to Mary Oberembt, College Bowl Co., Inc., who moved quickly to fill the vacancy on her staff as College Bowl Program Director by hiring Dan Stoffel, formerly on the staff at the Illini Union at the University of Illinois at Urbana-Champaign and former Region 9 College Bowl Coordinator. She also created a new position of Campus All-Star Challenge Program Director and hired Lillian Parker, formerly at California State University-Northridge and former Region 9 College Bowl Coordinator.

Finally, a huge heartfelt thank you must be expressed to all of the hard working, wonderful College Bowl volunteers in 1990-91. Without their efforts, this program would not exist.

3. Committee on Computer Applications

Chair: Michael L. Hatch, Kansas State University
Chair-elect: Charles V. Morrell, University of Connecticut

Committee roster:

Region 1 Coordinator: Charles V. Morrell, University of Connecticut
Region 2 Coordinator: Rob Rouzer, University of Rochester
Region 3 Coordinator: Michael Smallis, Fairleigh Dickinson University-Teaneck Campus
Region 4 Coordinator: Marianne Leedy, Goucher College

Region 5 Coordinator: Anne Devaney, University of North Carolina-Wilmington
Region 6 Coordinator: John Jurnigan, University of Florida
Region 7 Coordinator: James Rawski, University of Toledo
Region 8 Coordinator: Douglas Troutman, Northwestern University
Region 9 Coordinator: Bruce Morgan, Ball State University
Region 10 Coordinator: Renee Romano, University of Northern Iowa
Region 11 Coordinator: Thomas Rufer, Wichita State University
Region 12 Coordinator: Luke Altendorf, Texas A & M University
Region 13 Coordinator: Don Shafer, Colorado State University
Region 14 Coordinator: Leo Stephens, University of Idaho
Region 15 Coordinator: Mark Crase, California State University-Northridge
Region 16 Coordinator: Trevor White, Royal Melbourne Institute of Technology
At-Large Member: Duke Divine, Washburn University
At-Large Member: Geneva Neblett, New York University
At-Large Member: Charles W. Watkins, California State Polytechnic University-Pomona

Goals and objectives

1. Information collection
   - A. Update of *Survey on Computer Applications*. With the rapidly changing nature of computer technology, for the information presented in this survey to be of greatest value, the committee believes it should be updated annually. While we saved money in 1989-90 by sending out the survey with the *Union Wire*, the response rate was very low. This year we will direct mail to respondents from previous years that did not respond to this past year's survey and to institutional representatives that have never responded. We would consider this survey an extension of the survey distributed at the Portland conference and are considering collection of information and publication in time for distribution at fall regional conferences.
   - B. Solicitation of material for ACU-I *Bulletin*
2. Information dissemination
   - A. 1990-91 *Survey on Computer Applications*. Publication costs for the 1990-91 survey would include laser printing originals, printing, binding, and shipping approximately 300 survey booklets for the Portland conference.
   - B. Interpret survey information to members
   - C. COCA contributions to ACU-I *Bulletin*
   - D. COCA contributions to regional newsletters
   - E. Mailing for inter-committee communication
3. Training/instruction
   - A. Presentation of educational sessions at St. Louis Conference. At present, the committee is working on at least three sessions for the Engineering School at St. Louis.
   - B. Presentation of educational sessions at regional conferences
   - C. Presentation of specialized workshops as may be requested
4. Research/development
   - A. Maintain the *Survey on Computer Applications* database
   - B. Explore the use of Bitnet/Bitmail by the Association. Foster an awareness of what BITNET is, encourage the inclusion of BITNET addresses in the ACU-I *Directory*, encourage the use of BITNET among COCA members and other association colleagues
5. Liaison to Association annual conference
   - A. Propose and present educational sessions
   - B. Maintain the computer lab/resource area as a feature of the conference. With the conference program and/or host committee primarily charged with equipping the lab, COCA will continue to staff the lab and establish its hours of operation in order to complement the conference schedule

Committee accomplishments and general comments

For this annual conference, the committee will again be involved with the staffing of a computer resource lab throughout the conference. The lab presents the most effective vehicle for sharing the expertise of committee members and others knowledgeable in the computer field.

Copies of the *1990 Computer Applications Survey Results* were distributed during the Portland conference and made available throughout the year from the chairperson. The response was disappointing with 125 responses compared with a final response of 235 for the 1987-88 survey. One of the goals of the committee for this year was to improve this response rate with a direct mail survey to previous respondents and the remaining association membership not included in either of the past two surveys. Due to constraints placed upon the chairperson from his home campus, this goal has not been met.

With regard to fostering an awareness and use of BITNET, BITNET addresses were included in the last ACU-I Leadership Handbook and several COCA members have BITNET addresses and have utilized BITNET for committee communications.

This St. Louis conference marks the end of the current chairperson's three-year term. The Association has selected the current Region 1 COCA coordinator, Charles Morrell of the University of Connecticut, as the new chairperson.

4. Committee on Gay, Lesbian, and Bisexual Concerns

Chair: Michael Ramsey-Perez, Stanford University

Committee roster:

Mick Ellis, Cornell University
Miriam B. Harris, Colorado State University
Barb Kistler, Colorado State University
Ray C. Myers, Minneapolis, Minn.
Donna Narducci, Emory University
John J. Nichols, University of Denver
Mark L. Overton, Kent State University
Jane Stachowiak, Berklee College of Music

Committee accomplishments

Our accomplishments this year include a significant presence at the annual conference in Portland and at regional conferences; publication of a handbook on how to found and nurture a lesbian, gay, and bisexual students' organization; the development of a "Friends of the Committee" data base; and the initiation of a bibliographical inventory of our educational resources. Additionally, individual members have served in consulting capacities to a number of member institutions.

For the future, we see a need to respond to the concerns of gay and lesbian people of color. Our efforts will be continuous, and will be the focus of a workshop at the annual conference in St. Louis. We also need to establish better links with some of our regions to assure educational programs and resources are available to all of our members.

As I look back on my two years of chairing this committee, I shall always recall the friends I've made, the high quality of the leadership team, and the progress we have made. Particularly inspiring have been those who have come forward to ask how they could be helpful. Volunteering for ACU-I is a pleasure.

5. Committee on Minority Programs

Chair: Teresa D. Drummond, Ohio State University

Committee roster:

Louise Beacham, Tuskegee University
Marla Brinson, Middlesex County College
Robert Dowery, University of Maryland-Eastern Shore
Debra Hammond, California State University-Los Angeles
Richeleen Jefferson, Kean College of New Jersey
Patsy Julius, University of Texas-Austin
Ronald Loomis, Cornell University
Deborah Payton, Fashion Institute of Technology
Soncia Reagins, California State University-San Bernardino
Carlos Rivera, Kean College of New Jersey
Floyd Taliaferro, Morgan State University
Edward M. Willis, University of Missouri-Columbia

The Committee on Minority Programs has had a year full of change and growth. With the appointment of a new chairperson, the Committee went through an evolution process, in order to develop and align its priorities with that of the Association. This required a very detailed analysis of the Committee's goals and objectives, as well as input from the vice president for committee affairs. This evaluation was conducted within the first quarter of the new program year (April-June 1990). At the first meeting of the program year for the Committee (June 1990), the following goals and objectives were developed.

Goals and objectives

1. Distribute and maintain a directory of professionals of color within the Association.
2. Solidify the relationship between the national committee and the regional COMP coordinators:
   a. Establish training seminars for regional coordinator to discuss job responsibilities and networking opportunities.
      1. Design
      2. Implement
   b. Report from national chairperson on a biannual basis
3. Continue to develop programs that will recruit and retain historically black institutions as members of ACU-I.
   a. Inform HBCUs of COMP programs and services via the newsletter, updates, brochures, etc.
   b. Develop a special one-day drive-in meeting for professionals from HBCUs to discuss topics of mutual interest.
   c. Utilize the Campus All-Star Challenge program (CASC) as a vehicle for informing HBCUs and the National Association for Affirmative Action in Higher Education (NAFEO) regarding COMP activities and services.
4. Develop methods for a recruitment program for the college union/student activities profession, that attracts outstanding students of color and new professionals of color.
   a. Exposure of ACU-I through publications and programs
   b. Mentoring program
   c. Internships
   d. "How To" information sessions at regional and annual conferences

Committee accomplishments

Of the goals and objectives listed, the Committee has been able to accomplish the following:

Publications
- Update committee brochure
- 1991 conference highlight cards
- Committee newsletter
- Regional coordinators training handbook

Programs
- Networking session for People of Color
- 1992 Summer Seminar
- 1991 Conference Training for COMP coordinators
- Develop liaison relationships with the following units within ACU-I
  ° Affirmative Action
  ° 1991 Conference Program Committee
  ° 1992 Conference Program Committee
  ° Commission on Educational Programs and Services
  ° Membership/Strategic Planning
  ° Development
  ° Regional Representatives
  ° Regional COMP Coordinators
  ° Executive Committee
  ° Two-Year Colleges Committee
  ° College Bowl Committee
  ° Campus All-Star Challenge

Currently the committee has 13 nationally appointed members and 12 regional coordinators.

6. Committee on Outdoor Programs

Chair: Jim Rennie, University of Idaho

Committee roster:

Mary Connelly, University of Lowell
Patricia Daly, Middlesex County College
Jeff C. Davis, University of Colorado-Colorado Springs
Rusty Forehand, University of Texas-Arlington
Cheryl Grew-Gillen, University of South Dakota
Steve Leonoudakis, University of California-San Francisco
Patty Picha, Whitman College
Chris Robaidek, University of Wisconsin-Madison
Nancy Saulsbury, Vermilion Community College
Laure Tartaglia, California Polytechnic State
    University-San Luis Obispo
David Webb, Brigham Young University
Jim Woodke, Adams State College

The ACU-I Committee on Outdoor Programs has had a productive year, though it has a long way to go to reach the level of service the committee should be providing.

A strong presence was shown at the Portland conference with a number of outdoor educational sessions, the ropes course experiences, unveiling the "Student Development and

Outdoor Programs" video, and a wide variety of preconference outdoor trips and tours. These successes were due in part to the strong support from Conference Program chair Dusty Miller and the high level of outdoor programming that is offered in Region 14 college unions.

Outgoing chair Rod Neubert wrote an article titled "A Formula and Process" for the September 1990 *Bulletin* that provided an excellent discussion of the benefits of ropes course experiences.

1990-91 goals and objectives

New goals were set for the 1990-91 year that included:

- Creating a committee newsletter
- An "Art and Outdoors" traveling exhibition
- Distribution of the committee-produced video to all regions
- Encouraging regional newsletter and *Bulletin* submissions on outdoor topics
- Encouraging educational sessions at regional and professional conferences
- The development of a computer-based modem communication project for outdoor professionals

Accomplishments

The new newsletter was initiated, the "Art and Outdoors" traveling exhibition project has been advertised to the regions through outdoor coordinators and regional reps, and the video has been distributed to all the regions. A *Bulletin* article is in the draft stage.

Concerns

Problems that still need to be addressed include:

1. Communication within the committee is poor and most of the work is done by a few people. Many regional outdoor coordinators do not have the funds to attend the annual conference. This also provides a very small pool of outdoor professionals to teach educational sessions at the annual conference.
2. Some regions are not supportive of outdoor programming and there is little visibility at regional conferences.
3. There is an attitude among urban schools (as documented by a 1987 survey on programming trends published in the *Proceedings*) that outdoor programming is only for non-urban or western schools located near wilderness areas. Consequently, it is difficult to get administrators to attend outdoor education sessions at the annual conference. There is a great reluctance for minority populations to get involved in outdoor recreation.

Continued effort will be given to address the above problems and improve the contribution of the committee to ACU-I.

7. Recreation Committee

Chair: Glenn Carlson, California State University-Fresno

Committee Roster

Richard Reynolds, University of Wisconsin-Eau Claire
Rowland Hughes, Creighton University
Ernie Jones, Bainbridge College
John T. Walker, Cornell University
Daniel Westbrook, University of Miami
Kerm Helmer, Erie Community College
George Williams, Colorado State University
Steve Gnadt, University of Colorado-Colorado Springs
Jim Spafford, University of Houston

The Recreation Committee has been fortunate over the years to maintain a favorable relationship with many of its corporate sponsors despite tighter budgets. The Committee has not been immune to cutbacks but has been able to continue the international tournament program in an acceptable manner. In an effort to develop even better relationships, the Committee created the position of director of corporate sponsor relations and appointed Rollie Hughes, immediate past chairperson, to the position. The primary responsibility will be to maintain a continuing line of communication with the current sponsors and develop a marketing brochure to attract future sponsors.

To better serve the regional recreation coordinators, the Committee created the position of director for regional coordinator activities to improve communications between the Committee and the coordinators as well as develop and coordinate training programs at the summer meeting. Ernie Jones, former coordinator in Region 6, has fulfilled those responsibilities for the current year.

The Committee has taken an aggressive approach toward recreation education at regional conferences as well as the annual conference. The coordinators were encouraged to present sessions at the regional conferences pertaining to developing and conducting a comprehensive campus recreation program as well as becoming involved with the regional leadership teams. Several courses are in the curriculum for the annual conference. Discussions are in progress regarding the creation of a position of director for educational programs to be the resource person as well as the curator of recreational education session materials.

Communications with the supervisors of the committee volunteers will occur but not as soon as had been planned. The Committee wishes to reaffirm to the supervisors the volunteers' commitment to ACU-I and the position responsibilities, an assessment of their job performance, and recognition for their service. The Committee must at the 1991 summer meeting assess and evaluate programs to encourage more involvement from two-year and predominantly minority institutions in regional recreation activities. The coordinators must be encouraged to meet the needs of the potential participants.

Replacements for Committee positions have been identified and appointed as follows:

- Billiards: Paul Wieland, South Dakota State University, replaces Dan Westbrook, University of Miami.
- Women's bowling: Anne Buttke, University of Wisconsin-Stout, replaces Kerm Helmer, Erie Community College. Kerm will continue as men's bowling director.
- Table tennis: Matt Dinnan, Fairfield University, replaces Steve Gnadt, University of Colorado.

The Committee welcomes the new appointees and also offers its sincere appreciation to the outgoing directors for their commitment and contributions to the Committee and ACU-I.

Congratulations are also in order to Ernie Jones, Bainbridge College, for his appointment as regional representative for Region 6. Ernie has been an outstanding volunteer and the Committee thanks him for his dedicated service.

The Committee will conduct international tournaments in billiards, bowling, table tennis, and clay targets. The Committee extends its sincere gratitude to the industry sponsors of the events and the ACU-I member universities and colleges who support the programs through financial assistance, personnel, and in-kind contributions. With their continued commitment to ACU-I, the Recreation Committee is afforded the opportunity to offer a program to the participants they may remember for years to come as opposed to a competitive event only the winner will retain fond memories.

8. Two-Year Colleges Committee

Chair: Joseph Comeau, College of DuPage

Committee roster

Jay H. Boyar, Prince George's Community College
Frank Canavit, St. Louis Community College
Christopher Cottle, Essex County College
Gail A. Hawkins, Community College of Philadelphia
DiAnne Hembree, Tulsa Junior College
Barbara Slagle, Tulsa Junior College-Southeast
Michael Tucker, J. Sargeant Reynold Community College
Ross C.C. Surphlis, Central Piedmont Community College

Accomplishments

A lot of time and effort was spent this past year to improve communication between two-year college members, the committee, and ACU-I's leadership components. We heard issues from both membership and leadership that needed to be seriously addressed. The committee defined its goals and objectives with philosophical and funding support from Central Office, Executive Committee, and vice president for committee affairs Bernard Pitts and the committee structure. The following is a brief report on the committee's progress on its goals.

Membership.

The chair followed up on Central Office leads for potential members and welcoming new members as they joined. The committee regional coordinators this spring have assisted in following up with members who have not renewed their membership. Membership retention and recruitment is now a part of each Two-Year Colleges Committee (TYCC) regional coordinator's position description. Membership brochure has to be re-written in the fall by the chair and was not complete until February. Central Office membership coordinator Marsha Herman-Betzen offered to design and print the brochure from her budget. Marsha and the chair successfully lobbied the Executive Committee for $2,000 to be used to develop a graphic information display booth to recruit new members at other professional organization conferences. Together our goal was to recruit 10 new institutional members. In December, 13 had already joined. I feel our committee needs to lend much more support to Marsha, membership retention, and recruitment next year.

CEPS decided two-year colleges would be their number one research priority. The TYCC through Pat Yates (Guilford Technical College) and Will Limer (Russell Sage Junior College of Albany) worked together with research chair Terry Milani (University of Pittsburgh) to develop a survey tool. This survey was sent out in February and will be followed up by the TYCC regional coordinators for membership response. This survey will determine improving and developing ACU-I programs and services specifically for our constituency. Our committee has received an invitation from Sue Hood at Suffolk County College at Long Island, New York, to host a CEPS summer workshop in 1993 for two-year colleges. TYCC will be identifying and following up on a 1993 Chicago conference, two-year college conference host chair nominee with the new conference chairperson.

Other goals

1. College Bowl Committee and TYCC developed a survey to determine the existence of a national program for two-year College Bowl next year. TYCC regional coordinators need to take on this responsibility next year to assist their regional college bowl coordinators with this important program.
2. College of DuPage, St. Louis Alumni Consortium postponed this year due to lack of College of DuPage Alumni Association funding and has been rescheduled for June 19-20, 1992 at the Embassy Suites Hotel in St. Louis.
3. Attending the A.A.C.J.C. (American Association of Community and Junior Colleges) spring conference was eliminated this summer in order to propose the $2,000 for the graphic information display booth. Next year's goals will reflect attending this conference.
4. Due to lack of membership response, the slide/video presentation will be an extended goal for next year's Atlanta conference.
5. Barbara Slagle of Tulsa Junior College coordinated her third TYCC preconference meeting. Topics included: new student I.D. system, student activities—A Look Into the Future, positioning your student activities department at your campus, student leaders as lobbyists, and much more....Meeting was hosted by Belleville Area Community College (Ill.). Dave Paeth, St. Louis Community College at Forest Park (Mo.), Pam Wood, Frank Canavit of St. Louis Community College at Florissant Valley were also involved in hosting duties.
6. *Take Two*, TYCC newsletter was produced on time with articles submitted by Bill Comey (Charles Community College, MD), Dick Blackburn (Central Office), Jay Boyar (Prince George's Community College, Md.), Winston Shindell (ACU-I president), and others.
7. In June, Ross Surphlis at Central Piedmont Community College and Bruce Twenhafel at Alvin Community College will develop an information form and a FY '92 budget request for a Two-Year Colleges Membership Directory and Resource Guide.
8. TYCC will work closely with the new 1993 Chicago Conference chair to accept a two-year college colleague as conference host chair.

What can the TYCC do next year? We can coordinate a closer, more efficient effort toward membership and College Bowl areas. CEPS research project will show us the areas of program and service development needed to serve our constituency. However, we will need to survey non-members next year to be completely accurate. COMP and TYCC will need to address ACU-I topics that affect both component groups such as:

1. ACU-I's institutional membership fee structure
2. Lack of volunteers due to institutional funding
3. Need for regionally based programs to be funded by ACU-I

1990-91 goals and objectives

1. Increase institutional membership by 10 (164).
2. Committee and regional coordinators permanently active in membership recruitment and retention along with two-year college bowl program.
3. Send an August and a February Two-Year Colleges Newsletter *Take Two*.
4. Update and reprint membership recruitment brochure. Committee will develop content; printing costs

sponsored by membership coordinator in Central Office.

5. Propose and assist in coordination and administration of a crucial research project surveying separately member and non-member institutions on demographics, evaluation of programs and services; why institutions are not members of ACU-I. Research for: development of an association marketing plan; update Data Bank categories and information; data to assist future monograph; and provide information for workshops, regions, and the committee.
6. Attend and develop recruitment and informational display for American Association of Community and Junior Colleges (AACJC) Kansas City conference in April.
7. Have a two-year college host a 1992 summer workshop.
8. Continue to cosponsor Alumni Consortium move to St. Louis, Mo., on June 19-21.
9. Develop new member resource/information questionnaires for use Summer 1991.
10. Have either a 1993 Chicago conference two-year college professional as conference chair or host committee chair.

1991-92 goals and objectives

1. Increase institutional membership by 12 (176).
2. Send an August and February Two-Year Colleges Newsletter *Take Two*.
3. Propose two-year college summer workshop for 1993. Work directly with CEPS on program development and host.
4. Use research project results (update if necessary) and develop an association marketing plan to be accepted by Executive Committee by 1993 Chicago conference.
5. Use resource/information questionnaire results and develop an annual membership resource guide for members, regional, and international leadership teams.
6. First two-year college bowl national championship tournament held at College of DuPage.
7. Propose to Publications chair idea of a monograph on two-year colleges to be presented at 1994 Hawaii conference.
8. Select a committee vice chair; train and take on chair position after a completed or potentially interrupted term of office.
9. Have a two-year college professional serving on the Executive Committee.
10. Attend and develop recruitment and informational display for American Association of Community and Junior Colleges (AACJC) conference in April.

1992-93 goals and objectives

1. Increase institutional membership by 15 (191).
2. Send an August and a February Two-Year Colleges Newsletter *Take Two*.
3. Develop new three-year goals (1993-1996) with new chair.
4. Update membership recruitment brochure with membership coordinator in Central Office.
5. Give support to two-year college summer workshop program and host institution.
6. Attend and develop recruitment and informational display for American Association of Community and Junior Colleges (AACJC) in April.

Women's Concerns Committee

Chair: Kim I. Savage, University of Illinois-Chicago

Committee roster:

Linda Stitt, University of Wisconsin-Madison
Rhonda Van Antwerp, New Jersey Institute of Technology
Kristen Renn, Brown University
Joanna Dennison, Upsala College
Lori Varlotta, University of Pittsburgh-Bradford
Mary Penrod, Transylvania University
Barbara Ross, Southern Mississippi
Marcia Gantz, University of Dayton
Coral Gilbert, Northwestern University
Joyce Drews-Macek, University of Illinois at Urbana-Champaign
Muhrizah Brunken, Oklahoma State University
Michelle Grimaud, Texas A & M University
Dee Schroeder, Arizona State University
Denise Galey, Western Oregon State College
Judy Hermann, San Jose State University

1990-91 goals and objectives

1. Develop/coordinate focus group discussions at regional conferences.
2. Coordinate "Think Tank" at St. Louis conference.
3. Fill coordinator vacancies.
4. Assist in identifying child-care resources.
5. Encourage ACU-I to identify salary information by gender.
6. Distribute four newsletters to regional coordinators, regional reps, Executive Committee, and newsletter coordinators.

Accomplishments

1. Focus groups were held in Regions 5, 7, 8, and 14. Due to changes in coordinators and vacancies, the focus groups were not held in other regions. Coordinators who conducted focus groups reported overwhelming success.
2. A "Think Tank" will be held at the St. Louis conference.
3. The Central Office has identified salary information by gender for the current reporting period.
4. The Conference Planning Committee has identified the Adam's Mark Hotel as a resource for child-care at the conference.

Summary

Several new, enthusiastic coordinators have joined the committee this fall. Most of the new coordinators filled previously existing vacancies. Unfortunately, due to coordinator turnover, there are still a few vacancies. The success of the focus groups (where they were conducted) seems to indicate an increase in interest in women's concerns. Further discussion of issues generated by these sessions will provide direction for the committee. Some of these issues include career paths, mentoring, and sexual harassment.

Concern regarding availability of upper management positions and salary equity continues to surface. The inclusion of comparative years of service with the salary information would seem to indicate that collectively, women still have fewer years of experience in the field. One question this raises is the retention of women professionals; do they leave the field earlier than men; if so is it by choice or frustration?

The major challenge of the Women's Concerns Committee in the coming years is to continue rebuilding the committee. It is a particularly difficult challenge to face for several reasons. The primary reason is the lack of opportunity for intragroup communication and team building. Currently, the committee meets at the annual conference. This year, less than half of the members will be attending due to lack of institutional (or state) support. Most of the members are not the senior management staff at their institution and do not have travel privileges. The committee members never meet each other, which makes it difficult to develop a working relationship. Methods of networking and team building for this group need to be explored.

Vice president for regional affairs

Gretchen Laatsch

As a former regional rep from both Region 5 and Region 7, I thought I knew a good bit about ACU-I. I can certainly relate to the ups and downs in the life of a regional rep. But as vice president for regional affairs, I've been learning more and more about our diversity and our unity. I'm pleased to report the regions remain a vital, growing, and ever-changing component of the Association. We share common goals, but we often use differing methods of reaching those goals. Not only are we diverse in geographical location, I've learned the regions are diverse in their programs, in their response to volunteers, in their financing and their bank balances, and in their members' needs and priorities.

The backbone program of each region continues to be the regional conference. I traveled to four regional conferences (Regions 2, 3, 7, and 8) in the fall of 1990 and saw firsthand how hard the regional reps and steering committees and conference committees work to create a rewarding conference. All 15 regions held fairly successful fall conferences. Attendance was up in some regions, possibly due to the conference site, and down in other regions, probably due to financial cutbacks.

Regional conferences are certainly not our only successful program. Our Recreation and College Bowl Tournaments still attract a high number of participants and are a viable part of each region's programming. In addition, several regions offered drive-in workshops and seminars on topics such as two-year college involvement, communication, and operations.

Two issues of prime concern to each region are volunteers and finances—perennial issues needing constant attention.

Individual involvement and commitment is essential to the success of each region and the entire Association. As you read this report think to yourself, "How can I help, even in a small way, to make my region better?" Your reward will be the benefits of stronger networking as well as personal and professional growth. Your help is not only important, it is necessary in order to keep our regions and our Association viable and effective. Remember, your commitment does not have to be long-term—it can be a one-shot deal or a one-year project. As you know, years go by quicker these days than they did in the past.

Most of the regions are financially sound, but we all see potential problems ahead. We are not independent of the nation's—and the world's—economic and political situations. We need to continue careful budgeting and fiscal responsibility in the year, and years, to come.

Regional newsletters are the main method of communicating among regional members and I've seen many excellent issues this year from the various regions. In fact, there are 10 entries for the Earl Whitfield Newsletter competition this year, the highest number ever. Each region needs some sort of regional communication and desktop publishing makes the layout and production of newsletters even easier. But the content still depends on people, not on computers. Please contribute to your regional newsletter—it helps us all.

It's sometimes hard to believe a year has passed since you elected me vice president—and other times I thought it would never end. I've occasionally felt almost overwhelmed by phone calls, letters, reading—but I've always been energized by them. And I'm excited about the future. Among the issues the regional reps are working on are regional fiscal policy and procedures, updating the "Regions" section of the handbook, getting stronger student involvement in the affairs of the regions, and designing a process to establish and evaluate goals and objectives. I look forward with enthusiasm to serving our Association, and I appreciate the opportunity to do so. Thanks.

Region 1

Good financial situation. Still leads the region in institutional membership with 114. Five students on regional team. Postponed 1991 conference at the University of Cardiff until summer of 1992. Excellent international involvement. Good recreational and college bowl tournaments. Excellent regional conference with MIT providing environment for success!

Region 2

Good financial situation. Eight students on regional team with student chairperson. Excellent student involvement in regional affairs. Regional recognition program "Region 2 Hall of Fame." Need to work on staff volunteers for regional team. Experiencing financial difficulties with state school system. Added two new member institutions.

Region 3

Excellent financial situation. One student on regional team. Need to improve student involvement on the regional team. Offered several regional programs including Two-Year College Bowl, Professional Development - COMP Workshop, Two-Year College Workshop, and Gay, Lesbian, Bisexual Student Workshop. Beginning to identify goals and objectives for the region.

Region 4

Excellent financial situation. Two students on regional team. Need to improve student involvement on the regional team. Offered successful summer student staff workshop. Completed publication "Out on Campus" (distributed through Central Office). Held Two-Year College Workshop in Maryland with 150 delegates. Held a first-class regional conference with 348 delegates, 50 schools, 28 exhibitors, and 68 educational sessions.

Region 5

Fair financial situation. Experienced difficulty with financial records. Three students on regional team. Established a study group on student involvement in the region. Conducted a Women's Concerns regional survey. Added four new institutional members. Experiencing difficulty with staff volunteers.

Region 6

Good financial situation. Six students on regional team with student chairperson. Presented Whitten Award to recognize regional student and the Rion Award to recognize staff. Offered successful Two-Year College Bowl Tournament. Active recruitment of member institutions.

Region 7

Excellent financial situation. One student on regional team. Held very successful regional conference with 42 out of 54 member institutions represented. Held several cluster workshops. Presented the Gretchen Laatsch Outstanding Service Award at regional conference.

Region 8

Good financial situation. Six students on regional team with a student chairperson. Conducted a Needs Assessment of regional members. Involving new staff on regional team. Building conference attendance. Added five new member institutions.

Region 9

Fair financial situation. No students on regional team. Conducted 1990 Fall Conference Survey. Presented a Regional Ethnic Minority Scholarship for fall conference. Conducted a Women's Concerns Information Survey. Excellent regional conference with significant increase in attendance. Changed responsibilities for at-large members on regional team. Presented award for Distinguished Regional Service. Maintain members participation chart.

Region 10

Excellent financial situation. Six students on regional team with a student chairperson. Created a coordinator of current issues position. Eliminated Women's Concerns Coordinator position. Updated job description for regional team. Presented the Siggelkow-Staff Outstanding Service Award.

Region 11

Good financial situation. Six students on regional team with student president. Conducted Women's Concerns Survey. Offered two-day workshop on multiculturalism. Established a regional reserve level of $5,000. Still working on revisions to regional constitution and bylaws. Excellent regional conference with significant increase in attendance.

Region 12

Good financial situation. No students on team. Decided to split special populations coordinator into three positions—Women's Concerns; Gay, Lesbian, and Bisexual Concerns; and Minority Programs. Need to revise regional constitution and bylaws. Unique regional conference at Vista Camp (Ingram, Texas) well received by delegates.

Region 13

Good financial situation. One student on regional team. Excellent newsletter with information on a variety of regional programs. College Bowl and Recreation Tournaments very successful. Excellent regional conference. Well ahead in planning next regional conference. Added four new institutional members.

Region 14

Fair financial situation. Three students on regional team with student chairperson. Has a successful regional service fee ($25). Outstanding newsletter. Developed a unique sliding scale registration fee for regional conference to increase student participation. Added three new institutional members. Active staff coordinators in region.

Region 15

Fair financial situation. Four students on regional team with student chairperson, and two student alternates. Unique underwriting for regional College Bowl Tournament with California State Lottery Commission. Presented regional Earl Whitfield International Memorial Scholarship. Created a regional Career Programs Coordinator. Presented workshops on volunteers and construction/renovation of facilities. Regional directory printed by Kinko's. Conducted educational needs survey in region.

Region 16

Excellent financial situation. Excellent newsletter. Coping with restructuring union operations as a result of numerous federal and state government-initiated mergers, takeovers, and amalgamations of campuses. Major issues being discussed include: amalgamation of universities; introduction of a levy of one percent of total payroll to encourage employers to train their staff; increased retirement benefit cost (superannuation); increased medical insurance at work; increasing numbers of full fee paying overseas students, mainly from Malaysia; increasing student numbers on campus.

Member-at-large report Organizational development

Frank J. Cianciola

During the summer leadership meetings of 1990, the Executive Committee of the Association established a charge for the member-at-large for organizational development. The basic charge was to review the Association's organizational structure and operation.

During the 1990 Portland conference a goal to "develop and implement strategies for the Association that will allow the organization to be more responsive to the needs of its membership and improve the overall organization" was established by the president of the Association and supported by the Executive Committee. It is with that charge and goal in mind I submit the following review of work and action steps to be taken by the Executive Committee.

Job descriptions

I reviewed all job descriptions in the Leadership Handbook, identified inconsistencies and compiled a draft organization chart and job descriptions. Drafts were distributed to the leadership team for a review and recommended changes. I thank all members of the leadership team that took time to review and make recommendations.

Based on all the recommendations received, I reassembled the organization chart and the job descriptions, which included all the recommended changes. I reviewed both documents for consistency, relationships between positions, and the charge and goal the president had established.

Based on feedback provided, a review of other association structures, my observation of the operating performance of the Executive Committee, a review of the operating budget, and discussions with leadership team members, Association members, and Central Office staff, I offer the following recommendations for the Executive Committee's review and action.

Budget

- Recommendation #1. The schedule established for the development of the Association budget should be maintained and published in the Leadership Handbook.
- Recommendation #2. Quarterly reports with the cover narrative should be continued.

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- Recommendation #3. The Executive Committee should confine its budget discussions and debate of overall Association budget matters. The Executive Committee should resist the temptation to dissect the budgets of subgroups under the purview of any specific Executive Committee member.
- Recommendation #4. The Executive Committee should set the budget priorities and parameters for the Association and hold each Executive Committee member responsible for his or her budget.
- Recommendation #5. Each Executive Committee member and the volunteers he or she is responsible for shall be held accountable to insure their respective financial transactions are in support of the Association's stated priorities and within the parameters set by the Executive Committee.
- Recommendation #6. The president-elect must consider the existing Association priorities and set the new priorities prior to the annual meeting. It is recommended this be done in January of each year and shared with the Executive Committee at that time.
- Recommendation #7. The Association move from a dues increase proposal every three years to an annual increase schedule. If approved by the Executive Committee, this should start at the next available time frame.
- Recommendation #8. The executive director should present a rolling five-year projection to the Executive Committee annually at the summer leadership meeting.

Rationale

The budget process provides a good vehicle for aligning the Association's priorities with its resources. The time frame established allows the president of the Association to clearly identify and share the priorities with the leadership team for the coming year. It allows the leadership team the time to react to the stated goals and to align their efforts with the president's goals. The schedule allows the Executive Committee time to make allocation decisions consistent with the leadership team's needs, the president's goals and the budget realities for the coming year.

The quarterly reports assist the Executive Committee in monitoring the performance of the overall Association. It also allows for corrective action to be taken if needed.

Recommendations 3, 4, and 5 permit the Executive Committee to remain focused on its primary responsibility and not undercut the responsibilities assigned to the respective volunteers. It is the job of the Executive Committee to address the major issues, set the general direction and establish priorities. If both the component groups and the Executive Committee keep these principles in mind it can reduce the communication and overlapping problems we have experienced in the past. This can also strengthen our Association's voice on matters of importance, if we are unified in our position.

Recommendation 7 is important because of the size of the Association's budget. As the base budget has increased the magnitude of the inflationary cost represent a much more significant dollar impact. This does not even address the continuing requests for more and improved services and programs or additional staff. Preparing annual dues increases will allow the Association to keep costs in line much better and will avoid more significant increases every three years.

A rolling five-year projection, reviewed by the Executive Committee annually, will allow better, long-term decisions to be made.

New position

I am recommending the realignment of responsibilities, new positions, and the elimination of some old positions in order to simplify and clarify organizational relationship as well as offering new alternatives for old frustrations.

- Recommendation #9.The chairperson of the Commission on Educational Programs and Services should be changed to the vice president for educational programs and services. I further recommend the duties and positions this vice president be responsible for the assignments listed in the new job description included in this report.

Rationale

The scope and importance of the responsibilities assigned to the current chairperson of the Commission on Educational Programs and Services warrant this change. This change will serve to increase the continuity of our educational programs.

Committee structure

- Recommendation #10. The current chairperson positions should remain unchanged.
  a. College Bowl
  b. Recreation
  c. Resolutions
  d. Product Exhibits
- Recommendation #11. The current chairperson job descriptions should be rewritten to better describe the responsibilities of the task. This is the responsibility of the vice president for committee affairs with the approval of the Executive Committee.
- Recommendation #12. The following positions should be eliminated:
  a. Chairperson-Arts-Related Activities
  b. Chairperson-Computer Applications
  c. Chairperson-Lesbian/Gay/Bisexual
  d. Chairperson-Multi-ethnic Programs
  e. Chairperson-Outdoor Programs
  f. Chairperson-Student Development
  g. Chairperson-Two-Year Colleges
  h. Chairperson-Women's Concerns
- Recommendation #13. All regional committee coordinators should be eliminated as mandatory regional positions.
- Recommendation #14. The following positions should be established and they should report to the vice president for committee affairs.
  a. Network Coordinator-Arts-Related Activities
  b. Network Coordinator-Computer Applications
  c. Network Coordinator-Lesbian/Gay/Bisexual
  d. Network Coordinator-Multi-ethnic Programs
  e. Network Coordinator-Outdoor Programs
  f. Network Coordinator-Student Development
  g. Network Coordinator-Two-Year Colleges
  h. Network Coordinator-Professional Women's Issues
  i. Network Coordinator-UBIT/Unfair Competition

- Recommendation #15. A two-year sunset clause should be established for both the standing committee positions and the network coordinator positions. At the end of the two-year period the positions that do not function shall either be eliminated or restructured.
- Recommendation #16. The network coordinators should not automatically attend the summer leadership meeting.
- Recommendation #17. The funds used to bring the committee chairs to the summer leadership meeting should be made available to the vice president for committee affairs to fund programs and services that support the committee and network efforts.
- Recommendation #18. The vice president for regional affairs, vice president for committee affairs, and vice president for educational programs and services should be held primarily accountable for working with all regional representatives, standing committee chairs, and CEPS members to develop programs and/or services addressing the agendas of the Association network coordinators.

Rationale

There has been longstanding debate, frustration, and positive and negative aspects of the committee structure. I believe some of the contributing factors to the negative aspects of the structure include:

a. Lack of clear expectations;
b. Lack of clear job descriptions;
c. Lack of funding;
d. Lack of members feeling included;
e. Micromanagement on the part of the Executive Committee;
f. Lack of understanding and support by decision makers; and
g. Lack of utilization of sunset clause.

The committee structure has also contributed to positive aspects important to the consciousness and the health of the Association. These include:

a. Major association programs, i.e., College Bowl Recreation Tournament;
b. Association awareness of issues related to a variety of agendas including computers, multiculturalism, lesbian/gay/bisexual issues, and UBIT/Unfair Competition issues to name a few;
c. The committee structure has influenced association priorities and programs;
d. The committee structure has provided resources for conference and workshop sessions;
e. The committee structure has been a stepping stone for advanced leadership positions;
f. The committee structure has promoted the exchange of ideas and information; and
g. The committee structure has created an environment of inclusion and personal and professional bonds.

The current structure involves several people in decision making. There are overlapping jurisdictions. Many times it is unclear who should be taking the lead. There are many different sensitivities to acknowledge and attend to. Some activities are task oriented, some are subject oriented, some are political in nature, and some have to do with our sensitivities or lack of sensitivity to issues.

Some of our committee activities are best served by a geographical or regional structure and some are better served by knowledgeable members from all over our membership base. The current structure expends far too much energy on who's in charge and who makes appointments. The structure and the budget do not support the goals of the committees nor the regions very well.

The structure proposed will allow the task-oriented Association projects that have worked well with the regional structure to continue. Namely, the College Bowl Tournament and the Games Tournaments. I think both these programs receive the central association support, leadership, and guidance they need and the regional structure to manage the program on a large scale.

The network structure proposed is intended to recognize Association priorities, sensitivities, and agendas that will make us a stronger organization. Uncoupling this structure from the regional structure would allow the Association to identify, recruit, and retain individuals regardless of their geographical location to address and provide leadership for the many vital issues they represent. They would address issues from a total association point of view. This is not to suggest those current committee structures that have strong regional foundations or existing programs or services should abandon their efforts. It does mean all committees are not required to have a regional support structure. I would point to the work done by Toby Peters and his UBIT/Unfair Competition Network and Joe Comeau with the Two-Year Colleges Committee as examples of the kinds of things that can be accomplished.

By reallocating the funds as suggested, there will be a better opportunity to supply financial support more directly to the end user. I also think if the funds are allocated on a proposal-by-proposal basis there will be a better evaluation of programs and services provided to the members.

The establishment of a specific sunset clause, that expires two years after this recommendation is approved, will permit the Executive Committee and other members of the leadership team time to evaluate the effectiveness of the new structure and to add, eliminate, or change the structure to best serve the Association.

New Central Office positions

- Recommendation #19. No new staff positions should be added to the Central Office at this time.

Rationale

Given the current financial status of the Association's budget and the financial status of many of our member institutions, I do not think we can afford the long-term salary commitment at this time. I think we have a strong staff at this point and they have shown a willingness to respond to the priorities of the Executive Committee and the Association's members. I also believe with the projected retirement of the executive director, we should evaluate the strengths of the new person in that role before we consider another staff person. This will also allow the new executive director an opportunity to hire their own person if and when needs and funds are available to support an additional staff member.

Transition

- Recommendation #20. The responsibility for the transition and orientation of the Executive Committee should be delegated to the president of the Association with the active support of the president-elect, immediate past president, and the executive director.

Rationale

The transition from one Executive Committee to the next is an important element in the healthy growth and continuity of the organization. I believe there has been much progress regarding the transition from one Executive Committee to the next for the past two years. I think that consistency serves the Association members well. In order to help insure initiatives and programs that span more than one year are not subject to the personal whims of one set of volunteers to the next, this responsibility should be shared by our top leadership positions. This does not mean directions and priorities cannot change.

Operations

Many of these recommendations may seem simple and common sense, but my observation has been that when pressed with problematic issues we tend to overlook the obvious.

- Recommendation #21. The president of the Association should establish a screening process for Executive Committee agenda items. Those items can be handled by other component groups of the Association should be delegated those items to be addressed.
- Recommendation #22. When assignments are made the existing structure should be reviewed first before a new structure, committee, or volunteer is assigned the responsibility.
- Recommendation #23. All new assignments should relate to the then current stated priorities and goals of the Association.

Recommendation #24. All assignments made by the Executive Committee should clearly identify who, what, where, why, and when.

Rationale

Before agendas are set for the Executive Committee, the president and/or other members of the Executive Committee should ask if this item be acted upon or discussed at the Executive Committee level or if it would be better served by having other members of the volunteer team address the issue.

By not doing so, we undercut our existing volunteers and the structure we put in place to get the job done. We increase the potential for miscommunication.

In a time of scarce resources we cannot afford to dilute our efforts. Included with this report is a sample of a checklist that might be considered as assignments or agenda items are being considered.

Balance of leadership

- Recommendation #25. Lastly, the Association should consciously adopt the position of a balanced leadership to be shared by the leadership team and the Central Office staff.

Rationale

I do not believe we can afford or should philosophically support turning over of the Association's priorities or direction to the Central Office staff. As great as I think the current staff is, this responsibility should be entrusted with the volunteer leadership.

There are responsibilities that can and should be turned over to the staff. When these tasks are assigned, the leadership team must support the staff in their efforts and not send mixed messages. It is important for the staff to keep the leadership informed so as not to alienate the members. The success of adopting this position will be in large part dependent on the quality of staff and volunteer leaders, clear communications, and role definition.

Benefits of shared leadership

- Volunteers can contribute field knowledge
- Staff better situated to manage internal affairs
- Cost
- Volunteer oversight
- Requires continued member interest in Association affairs
- Improve continuity of major Association efforts

I think formally adopting this position is important as we begin a search for a new executive director. This position will have a direct impact on the type of individual we look for.

I would like to thank the members of the Executive Committee, other members of the leadership team, the Central Office staff, and my staff for the support you have given me on this project.

Good luck in your decision making!

Member-at-large report
Membership development

William E. Brattain

At the 75th anniversary conference in Columbus, this author joined the Executive Committee with the charge to develop a plan for membership development within the Association. Previous to that the responsibility for membership had been assigned to Marsha Herman-Betzen from the Central Office. During this time this writer has tried not only to come up with some long-range recommendations but to support the ongoing effort in membership development Marsha Herman-Betzen had underway.

During the past year and a half, conversations have been conducted with hundreds of individuals, and a survey of the leadership team in the area of membership was conducted. Some of the highlights of that survey will follow. A bound and comprehensive leadership development report was presented at the leadership meeting in Bloomington this summer. It is this author's feeling some valuable material is included in this report. They were given to the regional representatives with the hope they would find their way to the hands of regional membership coordinators within our 15 regions.

ACU-I is doing well in the area of membership, but any association needs to expand and grow if it is to remain a viable force in higher education. More institutional members obviously means more delegates at our regional and annual conferences. They provide more professionals who can be tapped for volunteer leadership and for publications. More subscriber members will develop our exhibit area into an important educational component at our annual conference. Exhibitor and subscriber members can and will contribute significantly to the financial undergirding of our Association.

Professional membership is important to all of us. It provides an opportunity for individuals to have a professional identity, and as we continue to develop some of the benefits in this area it will provide additional opportunities for networking within our Association.

Survey

A short survey was distributed to members of the Executive Committee and component heads at the Portland conference. The questionnaire was also distributed to members of the Two-Year Colleges Committee at their meeting in Portland. Because we are trying to cultivate membership with this constituency, a follow-up mailing was done to those people present at the Two-Year Colleges Committee meeting in Portland. Questionnaires were also mailed to past Association presidents.

This was not a random sample. The intent was to solicit ideas. However, Terry Milani, chairperson of the Research Committee, did see the instrument before it was distributed and offered a number of very helpful suggestions. Those were incorporated into the instrument before the conference. A few of the highlights are as follows:

Membership services

The following are ACU-I services. Please indicate which you feel are the most important to the recruitment and retention of institutional members.

- 88% Annual conference
- 81% The *Bulletin*
- 74% Regional conferences
- 47% Opportunity for networking
- 38% Workshops
- 32% *Directory*
- 28% *Union Wire*
- 22% Other publications
- 19% College Bowl
- 19% Opportunity for volunteer participation
- 18% Recreational tournaments
- 17% ACU-I Data Bank
- 14% *Proceedings*
- 7% Employment service
- 7% Standing committees

Professional membership

Are you a professional member? Yes 82%; No 18%

If you are not a professional member, please list reasons why:

- 69% Receive material through institutional membership
- 21% Spend money on other professional memberships
- 15% Too costly
- 8% Other
- 0% Do not support this program

Nearly 750 staff members on our campuses have professional membership. Please check the advantages you see for the attraction and retention of professional members:

- 98% Building a professional library of ACU-I publications
- 95% Supporting your professional organization through this contribution
- 47% Networking
- 31% Provides professional credentials
- 10% Institution pays this fee
- 3% Reduction in employment service registration
- 3% Other
- 3% None

Many valuable suggestions were offered to an open-ended question about what additional professional membership services should be added. A special program at the annual conference for professional members only, a special pin, a professional members social gathering at the annual conference, and a discount for conference registration fees were offered by several individuals.

Student membership

Should the Association offer a reduced fee for graduate students preparing for our field with the ultimate goal of attracting them as professional members?

- 92% Yes
- 8% No

Coordination of membership efforts

The coordination of membership efforts has been assigned to the Central Office and to Marsha Herman-Betzen. Should there be an Association committee for membership development that would assist in her effort? Such a committee could include a few at-large members but then would also include membership coordinators in each of our regions.

- 88% Yes
- 12% No

Exhibitors/subscribers

Commercial exhibitors contribute significantly to professional organizations' budgets through their exhibit fees. This has been an area that has decreased in our Association. Should we concentrate on increasing the number of such exhibitors.

- 91% Yes
- 9% No

Should we make an effort to include our exhibitors as subscriber members in the Association and provide them with our publications and other services throughout the year?

- 94% Yes
- 6% No

Competition

The past 50 years has been a proliferation of professional organizations in higher education. Ironically, many of these organizations were once a part of our organization and split because of certain specializations. The author thought it would be interesting to see what those surveyed felt about competition for the "association dollar."

Our biggest competition for workshops, conference attendance, as well as membership, will come from which of the following?

- 81% National Association for Campus Activities
- 65% National Association of College Auxiliary Services
- 15% National Association of Student Personnel Administrators
- 13% American College Personnel Association
- 6% National Association of College & University Business Officers
- 3% Others

Listed below are some possible methods of membership recruitment and development. They are ranked as follows:

1. Direct mail followed by a contact from the regional membership coordinator.
2. Assign individuals within regions to make personal contacts to non-members.
3. Recruitment through some of our special committees (Two-Year Colleges Committee).
4. Direct mail to special target populations (i.e., historically black institutions, two-year institutions, small liberal arts colleges) from the Central Office.
5. General direct mail from Central Office.

Recommendations

Based on conversations and the survey results, several recommendations were included in the comprehensive report and presented to the Executive Committee at the summer meeting in Bloomington, Ind. Obviously, not all recommendations were accepted and some were modified from their writer's original report. A summary of those follows:

Subscriber membership

The Executive Committee endorsed the concept exhibitors should be subscriber members but that such a requirement could not be implemented while the revitalization of the exhibit program was in progress.

Central Office staff should conduct an evaluation and make a recommendation in the summer of 1992 concerning subscriber membership being a requirement for conference exhibitors.

A new subscriber dues structure and benefits package was adopted as presented with annual dues being $295.

The Products Exhibit Committee has been revitalized under the capable leadership of Bruce Zimmerman of Southern Colorado University. A large number of excellent professionals has been added to this group and it appears to be very supportive and working very well with Becky Schum of our Central Office staff. This has great potential for developing the exhibit area into an important educational component of our annual conference.

Professional members

A special professional membership breakfast or luncheon will be scheduled at the St. Louis conference. The cost of the meal will be paid by each individual. A session event has been scheduled by Herb F. Reinhard, former president of Frostburg State University and a former regional representative and committee chair of ACU-I, as its speaker.

The following recommendations were also approved:

- That individual members be given the option of not receiving duplicate mailings if they were also the institutional representative.
- That investigation be given to some special badge or identification for individual members at the annual conference.
- That an article be written on the advantages and obligations of individual membership.
- That the Central Office staff adopt a rolling anniversary system for sending professional member dues notices.
- That the individual members on the conference delegate list be marked with an asterisk.
- That a report be made at the St. Louis conference on the cost of some special type of pin for individual members.

Student members

A special student membership rate was established and target mailings planned.

Research

- That a survey of two-year members institutions as to their specific needs and satisfaction with services and programs be conducted by the Research Committee.
- That a survey of buying power of those attending our annual conference be conducted by the Research Committee that would be of significant help in recruiting exhibitors and ultimately subscriber members.
- That a specific program be outlined in Bloomington for the recruitment of HBIs. This program would include some regional meetings on a drive-in basis as well as a mail campaign followed by phone calls. This event was planned and indeed took place under the guidance of Greer Wilson in February in Region 5.

Additional considerations and final observations

This author did recommend a national committee be established for membership development to assist the Central Office staff member. This committee was to be comprised of regional membership coordinators as well as some general at-large members who could assist with telephone calls, letter writing, and other membership development activities. After considerable discussion, the Executive Committee did not adopt this recommendation. In this writer's opinion the idea still has some merit, and the Association may wish to continue to consider it.

One of the best methods of developing membership is to keep present members happy, and the Research Committee should conduct periodic membership surveys of existing members to ascertain their level of satisfaction with membership services. It would also be helpful to conduct a targeted survey at small liberal arts colleges as we have done with two-year colleges since this does appear to be an area of some growth potential.

Several years ago when this writer's institution was experiencing some substantial enrollment decline, the institution utilized several consultants in the area of recruitment. Time and time again faculty and staff heard the statement that admissions and recruitment were not solely the job of the admissions office but the job of the entire institution. We proceeded to involve the entire institution and made some important gains in this critical area.

This same analogy can be made for association membership. Although this function has been assigned to a professional staff member in the Central Office and although we have membership coordinators in each region, membership should be the responsibility of the entire leadership team of our Association.

Our Association has a rich history of providing valuable programs, publications, and services to members on an international basis. We all have very special memories of what the Association has done for us in our own professional development, and we need to be willing to share this with colleagues at institutions who are not members. We, likewise, need to encourage our colleagues across the country to become professional members. ACU-I is a wonderful organization, and it is certainly worth sharing.

As a member-at-large of the Executive Committee this writer has tried to do the required homework and to vote in the best interests of the Association. It has been a distinct pleasure to serve you during these past two years and to become acquainted with the outstanding professionals who make up not only our Executive Committee but our entire leadership team.

Commission on Educational Programs and Services report

Thomas M. Keys

The Commission on Educational Programs and Services (CEPS) is responsible for the overall design, direction, and coordination of the Association's educational program. Its membership is comprised of a chairperson, four at-large members, conference program chairs for 1991 and 1992, the chairpersons of publications, student development, and research committees, and the coordinator of education and membership services.

Volunteers serving CEPS for 1990-91 were: Tom Keys, Oklahoma State University; Shirley Plakidas, Louisiana State University; Martha Mullen, Washington State University; Laure Morris, Wheaton College; Curtis Smout, Salt Lake Community College (resigned May 1990); William Edwards, Oregon State University; Terrence Milani, University of Pittsburgh; Ray Myers (resigned January 1991); Pete Neville, Trinity University; Jim Crouch, University of Georgia; and Marsha Herman-Betzen from the ACU-I Central Office.

A major goal of ACU-I during FY '90-91 was to "deliver programs and services that develop professional staff and students to more effectively serve our member institutions and promote the role of the college union and campus activities on our campuses." CEPS played a key role in advancement toward this goal through the activities summarized in the following sections of this report.

Conference Program Committees

In 1990, a theme of "Explore the Northwest Passages" was played out at the annual conference in Portland, Oregon. Charles "Dusty" Miller, Loyola University at New Orleans, served as the 1990 CPC chairperson. The conference offered a "blend of site, time, conference design, and content to allow delegates to reaffirm, explore, and discover our profession." Departing from the usual keynote speaker design, the program committee engaged 12 highly qualified feature speakers. This format provided extensive opportunities for delegates to explore areas of special interest and to follow-up in detail through discussions sessions following the feature speakers' main addresses.

Peter Neville, Trinity University at San Antonio, provided the leadership for the planning of the 1991 conference program in St. Louis. The theme for this conference was "University of the College Union." The CPC presented a format reflective of a college campus and identified four topics for extended learning. They were: ethics and values; activism on campus; cultural pluralism; and quality of life. St. Louis and the Adam's Mark offered an ideal "campus" environment for the Association's "annual homecoming," and Ernest Boyer offered a stimulating commencement address.

Jim Crouch, University of Georgia, is serving as the CPC chairperson for the 1992 conference in Atlanta, Ga. The committee is working diligently to maintain the outstanding tradition of excellence for which the annual conference is noted.

Preconference seminars

Adjunct to the annual conference are the preconference seminars. In 1991, CEPS offered extended learning experiences on the following topics: "Managerial Communication: The Practical Art of Effective Presentation," featuring Marsha Herman-Betzen and Bill Hellams as facilitators; "Getting Free of Disabling Isms," with Lillian Roybal-Rose; and Student Community Service Learning, facilitated by Jeffrey Howard.

Professional development seminars

An objective of CEPS was to improve the balance and increase substantially the number of seminars offered to the membership. In addition to seminar proposals being solicited from the membership, CEPS identified specific topics and recruited professionals to deliver seminars. As a result, 18 seminars were selected to be marketed to the membership over a two-year period. CEPS expanded its seminar offerings in 1990-91 to eight. They were:

- IPDS, at Indiana University (42 attendees)
- Reservation and Scheduling, California State University-Long Beach (56 attendees)
- College Union Renovation and Construction, at Arizona State University (36 attendees)
- The Enterprising Union (Revenue Enhancement), at Louisiana State University (30 attendees)
- Marketing and Customer Service, at University of California-San Diego (7 attendees)
- Seminar for Night and Weekend Building Managers, at Oregon State University
- Renovations, at Ithaca College
- Summer Arts Institute, at Rutgers

Other seminars already identified for 1991-92 are:

- IPDS
- Structuring a Multicultural Community: Blueprints for Change Through Empowerment
- A Seminar for Experienced Professionals
- A Seminar for Leadership Educators (Normandale Community College)
- Building Services & Maintenance
- You and Scheduling (Towson State)
- Seminar for New Professionals (multiple locations)
- Fostering Community: What a Large University Can Learn from a Small College

Seminars that were piloted by CEPS but not supported with sufficient interest from the membership were:

- Programming
- Training Student Employees and Volunteers

Videotape series

With a growing interest in producing videotapes as a means of providing educational materials to the membership, as well as producing revenues, CEPS developed a policy to govern Association videos to guide the quality and consistency of the product. The video library was purged of several of its old and outdated offerings. Two new videos were released and marketed during 1990. They were: *The Role of the College Union* (180 sold) and *Student Development Theory and Campus Ecology* by James Banning (25 sold). The student development component of CEPS continued to identify conference educational sessions to be videotaped for release. A by-product of the Marketing and Customer Service Seminar, was a videotape on customer service developed by Alan Kirby, University of California-Santa Barbara. It is due to be released in March 1991. Budget constraints caused a video project related to careers in college unions and student activities to be placed on hold for further review.

Alternative marketing strategies have been explored to increase sales and use of videos. Rental of tapes is being explored. A special "package price" for a series of student development tapes has been tested with good response.

Publications

The Publications Committee, chaired by Bill Edwards, Oregon State University, completed its work on a policy to govern the publications process. The new guidelines were approved by the Executive Committee in 1990.

A book titled *Marketing the College Union*, by Nanci Howe and Ted Hoef was released this year. It is proving to be a very popular publication.

A second publication, *1991 Graduate Assistantships in College Unions and Student Activities*, compiled by Matthew

Wawrzynski, a graduate student at Indiana University, is scheduled to be released in March 1991.

A third resource related to food services is in manuscript form and under review at this time. It should be released early in the 1991-92 cycle.

Other publication projects identified are related to Planning and Operating the College Union (a revision), Leadership Development, Multicultural Source Book, and Night and Weekend Building Management.

A proposal for a major publication on *New Directions in Student Services*, edited by Terry Milani and Bill Johnston, has been accepted by Jossey-Bass. The manuscript for this project is based on the Task Force 2000 Report and is progressing on a schedule for release in 1992.

Research

The Research Committee, chaired by Terry Milani, has completed two survey projects this year. These were: Two-Year College Survey and Purchasing Power Survey. The results of both will be compiled and submitted to the Executive Committee in July 1991.

Progress has been made to standardize and operationalize ongoing needs assessment of the Association's component groups and membership.

Regional and standing committee support programs

An aspect of CEPS's work is to support the educational needs of the regions. At the 1991 annual conference, CEPS, through the leadership of Shirley Plakidas and Laure Morris, sponsored preconference workshops for regional conference program planners and for regional newsletter editors.

Martha Mullen authored an article on the work of CEPS for inclusion into regional newsletters.

Student Development Advisory Team

With the resignation of Ray Myers, SDAT chairperson, CEPS will conduct a thorough review of the continued need for this standing advisory group and will make its recommendation to the Executive Committee in July 1991.

A second ACU-I goal for 1990-91 was to "value the concept of multiculturalism in all we do and accept the challenge of presenting programs and developing specific services that reflect multiculturalism." Toward this goal, CEPS accomplished the following:

- CEPS worked with COMP to gain COMP's involvement in improving the management of, program content for, and participation in the People of Color Seminar. The end result was a greatly improved seminar program to be offered in August 1991, "Structuring a Multicultural Community: Blueprints for Change." The program will be conducted at the University of Texas-Austin by Patsy Julius.
- A $5,000 grant, given by COORS, for the recruitment and retention of people of color in the profession was reallocated for use by COMP to encourage regional programs, and for use by the immediate past president for enhancement of multicultural activities.
- A preconference seminar was sponsored by CEPS on "Getting Free of Disabling 'Isms'" that featured Lillian Roybal Rose and Michael Ramsey-Perez as consultants.
- The Minority Scholarship Program provided opportunities for four minority professionals to attend ACU-I seminars.

A third ACU-I goal was to "develop strategies that stimulate organizational growth and development such as developing a more diverse funding base, clarifying organizational relationships, simplifying existing procedures, and developing new procedures that make the organization more responsive to the needs of the total membership. Toward this goal, CEPS advanced the following objectives:

- CEPS increased the number of professional seminar offerings from five to eight, not only to meet continuing education needs, but also to enhance revenues. The revenue gains were marginal.
- CEPS finalized a number of policy issues that were needed to provide guidance in matters relating to publications, research, and videotapes.
- CEPS identified four major thrust areas that will guide future program development. These were:
  1. To address the need for career development opportunities for attracting and retaining young people in our profession.
  2. To address the need for campuses to regain the sense of community.
  3. To address the special needs of non-traditional students.
  4. To develop new, more affordable, and responsive delivery systems for educational programs and services.

Summary

CEPS made substantial progress toward its stated objectives during the 1990-91 year. As evidenced by this report a great deal was accomplished; yet, there remains tremendous opportunities and challenges for future members of CEPS. The successes achieved were due to the commitment of its volunteer members, the tremendous support of Marsha Herman-Betzen and others in the Central Office, and the response of the membership to CEPS programs. CEPS continues to be a viable, creative, and energetic component of the Association.

Executive director's report

Richard D. Blackburn

ACU-I has completed another dynamic year, and the staff of the Central Office in Bloomington is proud to have played a part. There are many things to look back upon, and excitement for what lies ahead.

This year the membership level rose to new heights. We now have 971 institutional members, the highest in ACU-I's 77-year history. This achievement comes in spite of a 12 percent dues increase this year and demonstrates the high value members place upon their ACU-I affiliation. Nearly 10 percent of our member institutions are from outside the United States. Two-year colleges are another important, and growing, membership segment. They comprise over 18 percent of ACU-I member schools.

Individual membership numbers are distinguished by their volatility each year. In spite of 173 non-renewals this year, the current number of individual members is 706, which is almost identical to one year ago. "A Winning Season," a comprehensive membership recruitment program coordinated by Marsha Herman-Betzen, won first place in a national competition sponsored by the American Society of Association Executives.

The laborious process of converting our Association to corporate status continues to move forward. In July 1989 the Executive Committee voted to incorporate, based upon strong

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advice from legal counsel. The membership was briefed on the reasons for the action and the details of the process at the 1990 Portland conference business meeting. Association leadership were provided an update at their 1990 summer meeting in Bloomington. All institutional members were mailed complete information on February 15, and the subject will again be reviewed at the St. Louis business meeting. A mail ballot request for member approval of incorporation will occur in April.

A major change in ACUIRES, the Association employment service, was instituted in February. To replace the computerized matching of jobs and candidates, and the monthly Professional Opportunity mailings, *ACUIRES Search* was introduced. This new service provides greater access to all job listings, as well as providing an opportunity for candidates to advertise their own availability and qualifications.

A major achievement of the year has been that ACU-I has changed the way it produces publications. The purchase of a second computer (a Zenith Z-386SX) for publications, the arrival of several output service bureaus in town, and an assistant editor experienced in design and computers have allowed us to make better use of our desktop publishing software. The 1990 *Proceedings* was our first book-length project to go from author's manuscript to camera-ready linotronic output for printing. We have also converted the *Bulletin* to desktop production as of the March 1991 issue.

ACU-I made significant changes in two other periodicals this year. The *Union Wire* received a new design and new frequency for the 1990-91 academic year. The four-page, 8½ x 11 newsletter is mailed six times a year (in August, October, December, February, April, and June). This schedule means ACU-I members get either a *Union Wire* or a *Bulletin* every month. We continue to do monthly mailings of promotions and announcements.

In August, we published *Marketing the College Union* by Ted Hoef and Nanci Howe. The 176-page book in three-ring binder format is a good seller.

Many accounting and data management functions have been moved "in-house" from a large mainframe computer at Indiana University, providing more flexibility and control. BitNet intercampus electronic mail, continues to be used by the Central Office for information sharing and communication with campuses linked to the network. FAX has become a heavily used form of communication with the membership.

The 1989-90 fiscal year closed with expenses exceeding income by $9,239 for the Operating Fund and $14,647 in the Recreation Fund. Association incorporation expenses and reduced corporate sponsorship of recreational tournaments were reflected in the net loss for 1989-90. Many areas contributed favorably to the financial position of the Association: Publication income was greater than anticipated, educational seminars and videotape sales income exceeded budget, and the annual conference produced significantly more revenue than budgeted.

Central Office staff remains at six full-time, one student hourly and two graduate interns. Ann Vest joined the staff in August as assistant editor, replacing Shawn MacLaren. Staff members traveled a total of 167 days on Association business during the last year.

Development Fund report

Manuel Cunard

During the 1990 calendar year, the Association Development effort has focused on the establishment of a strong foundation of membership giving, the nurturing and expansion of corporate contacts and partnerships, and the development of positive linkages with Union Veterans.

The efforts of the committee have focused on creating a solid foundation of understanding and support for the Association, with the hope the relationships established will lead to a pattern of individual giving and corporate sponsorship responsive to the growing financial requirements the Association will face during the next five to 10 years. Although the immediate results of the committee's efforts can be called only moderately successful, the long-term implications look quite positive and the committee feels the ultimate success of the effort will be realized during the next two to three years.

In response to the specific objectives identified by the committee for the 1990 calendar year, the following conclusions and comments are submitted:

1. Continue with a major effort in the area of membership giving. The membership giving area should be built on the marketing strategy that the Association of College Unions-International is a People Organization.

A consistent and organized effort was developed to introduce the Association membership to the concept of contributing to a non-profit professional organization dedicated to professional growth and improvement. Each committee member was assigned approximately 200 individual members to contact at least twice during the year, with the correspondence focusing on the aspects of professional friendships and valuable educational and developmental experiences. The financial goal established for the calendar year 1990 was set at $5,000. Central Office records show membership contributions and pledges paid or initiated during the 1990 calendar year total $4,710.

Based upon the success of the membership giving effort during 1990, the committee recommends direct mail membership solicitation continue as an ongoing committee expectation. It is also recommended regular membership contact should provide information related to specific projects funded through the development fund.

2. Initiate a major effort in the Planning Giving Area. Although the Association will not realize immediate financial gain, the effort is critical for the future.

As a result of the comprehensive guidance and direction provided by committee member, Don Moore of James Madison University and the hard work of committee member Dave Seamans, a solid Planned Giving Program has been established. All Union Veterans were solicited by letter to support the Chester A. Berry Scholarship Fund and at the same time were provided with a Planned Giving interest card. Although the Association has not benefited from the effort to date, the committee feels continued contact will result in eventual success.

3. Continue with the development of a strong and effective Corporate Donor Program, with the focus placed on redefining the Association and rebuilding credibility.

Considerable effort has been expended in response to this important objective with limited success. Each committee member was assigned a list of businesses and corporations to contact. Unfortunately, specific areas and projects requiring support were not developed to the extent that allowed the committee to successfully sell the Association to the business and corporate sector.

It is recommended solicitation of unrestricted gifts be deemphasized as a priority of the Association and any major solicitation of the business or corporate sector be driven by well developed program and project outlines submitted to the Development Fund Committee by the Commission on Educational Programs and Services (and approved by the Executive Committee).

4. Move ahead with the development of a Corporate Sponsorship Program emphasizing support for the annual conference and for special programs responsive to major societal concerns.

The most valuable insight gained by the Development Fund Committee during the past year can be summed up in the following statement: Corporations and businesses will contribute to a *defined* program with identified parameters if such a program is in *their best interest* or if the program supports *their corporate values.*

The Association can see a significant growth in corporate sponsorship and long-term partnerships if there is a willingness and a commitment to develop such relationships. The implication of course, includes the acknowledgement that something of value must be given back to those agencies willing to support the Association. Our recent success in developing a long-term relationship with the Marriott Corporation should serve as an example of the potential for such sponsorships in the future.

It is the recommendation of the committee the development of corporate sponsorships, particularly those supportive of established and proven efforts (annual conference, seminars, committee programs) and those focusing on the funding of defined projects and programs dedicated to the resolution of major social issues facing our campuses, be the primary emphasis of the development effort during 1991 and 1992.

In support of this recommendation, the Development Fund Committee is in the process of developing Guidelines and Procedures for Corporate Sponsorship to be submitted to the Executive Committee for review and evaluation.

Although only $4,000 in Corporate Donations Sponsorships were received by the Association during 1990, the committee effort did confirm a commitment of $4,000 annually, beginning in 1991, from the Marriott Corporation to support the annual conference keynote.

5. Develop a focus-program designed to solicit support from Union Veterans specifically designated for the Berry Scholarship Fund. Ultimately build this fund to $10,000.

Each Union Veteran was contacted during 1990 and asked to contribute to the Berry Scholarship Fund. Records in the Central Office show response to the solicitation during 1990 was $500. It is the opinion of the committee, solicitation should be continued, but should be more specific in defining the intent of the Fund and its value to Association members.

In summary, please allow me to officially thank the members of the Development Fund Committee for their continued effort and commitment to the Association and for their patience during my time away from regular duties this past summer. They are a collective example of true dedication and volunteerism to the Association.

Nominations Committee

Student member

Miguel Magos, University Student Union Board chair at California State University-Fresno, explained the process for selecting the student member of the Executive Committee and recommended Anne Marie Ferraro of Rensselaer Polytechnic Institute.

LeNorman Strong of George Washington University moved, Neil Gerard of California State Polytechnic University-Pomona seconded, and it passed that Anne Marie Ferraro serve as the student member on the Executive Committee for 1991-92.

President-elect

Adell McMillan of the University of Oregon then introduced the members of the Nominations Committee, which she chaired.

She reported as follows:

Thirty-seven individuals sent in nominations for the office of president-elect; 16 individuals were nominated for the position; and five agreed to stand for the position and were interviewed by the Nominations Committee.

Our nominee has a B.S. degree in zoology/chemistry and an M.A. degree in higher education administration from the University of Rhode Island. He has attended 19 annual ACU-I conferences, 18 regional conferences, and has presented more than 25 papers or workshops for ACU-I and other professional organizations.

He has been invited as a consultant by 20 institutions in areas ranging from "Food Service Design and Operation" to "A Strategic Planning Approach for College and University Housing Environments."

His ACU-I experience includes chairing the ACU-I Accreditation and Evaluation Advisory Group, a Conference Program Committee, the Commission on Educational Programs and Services, and the Development Fund Committee.

He started his college union career at the University of Rhode Island Memorial Union where he was first a research assistant and then operations assistant. He was director of the Wake Forest University College Union and coordinator of student activities, director of the Joseph A. Danna Center and student activities at Loyola University, and an exchange staff member of the University of London Union in London, England. He currently is director of Colorado State University's Charles A. Lory Student Center.

Mr. President, it is my pleasure to place the name of Manuel R. Cunard in nomination for the position of president-elect of ACU-I.

Thomas Keys of Oklahoma State University moved to approve the recommendation, Gale Alexander of Western Connecticut State University seconded, and it passed.

Ms. McMillan then moved approval of the 1991-92 Executive Committee as follows:

- President: J. William Johnston, Southern Methodist University
- President-elect: Manuel R. Cunard, Colorado State University
- Immediate Past President: Winston Shindell, Indiana University
- Vice President Committee Affairs: Bernard Pitts, California State University-Hayward
- Vice President Regional Affairs: Gretchen Laatsch, University of Akron
- At-large Member: Thomas J. Eakin, Pennsylvania State University
- At-Large Member: Susan Maul, University of Illinois
- Education Commission Chair: Shirley Plakidas, Louisiana State University
- Student Member: Anne Marie Ferraro, Rensselaer Polytechnic Institute
- Executive Director: Richard D. Blackburn, ACU-I

Joe Cavalla, University of Pittsburgh, seconded the motion and it passed.

The meeting adjourned at 5:28 p.m.

Other business

Honorary membership

At the closing banquet, President Shindell conferred honorary membership on Cynthia Woolbright. The presentation follows:

Cynthia Woolbright

In 1972, the Association had its annual conference in St. Louis. All the delegates were bused to a new campus of Southern Illinois University at Edwardsville. One of the student guides was our honorary member. With all of advances in technology, one machine still eludes the scientific community—"The perpetual motion machine." Without hesitation I can state that the Association of College Unions-International has been the beneficiary of a perpetual motion machine since the mid-'70s when a young woman named Cynthia Woolbright was elected student chairperson of Region 3 and started a very special relationship with our Association culminating with her being selected as president-elect in this very city six years earlier. Tonight, she returns to St. Louis and to her Association to receive an honorary membership from her many friends and colleagues.

The criteria for honorary membership is "exceptional service" and certainly Cindy's service has been truly exceptional. From the time she served as a student on the Region 3 steering committee to her service as a member and later chairperson of the Commission on Educational Programs and Services, she has always given 110 percent. An active supporter of minority and women's concerns, Cindy was the impetus for the creation of the Women's Concerns Committee (which she would later chair) and the appointment of an affirmative action officer for the Association.

She served for seven years on the Executive Committee as a member-at-large for committee/volunteer development, chair of the education commission, and later as president-elect, president, and past president of the Association.

There are those who would say the depressed state of the lumber industry in the Great Northwest was directly related to Cindy's retirement from the Executive Committee and the reduced demand for paper. As one who served with her, I can attest to that.

She was called to chair ACU-I's self-study and most recently, she was the author who edited *Valuing Diversity on Campus: A Multicultural Approach*. A frequent contributor to the *Bulletin*, Cindy has also presented numerous sessions, workshops, and seminars at the regional and international levels. After leaving the college union/student activity field in 1987, she has followed with a new career in university development and alumni affairs.

Cindy, we salute you, we recognize you, and we thank you for the many outstanding contributions you have made to our profession and our Association.

Would you please come forward to receive your honorary membership as we show our appreciation for you.

Butts-Whiting Award

Gail Clay made the following presentation:

The Butts-Whiting Award is presented to recognize and honor outstanding leaders in the Association of College Unions-International who have made significant contributions to the college union and student activities movement. It is indeed my pleasure to present such an individual to you tonight.

Each of us have ideal qualities we expect from our leaders. While emphasis and priority may vary, the list is probably universal.

Dynamic personalities draw our attention and can motivate us to investigate or to engage ourselves in the enthusiasm that is radiated.

When this enthusiasm is accompanied by commitment and honesty, we are drawn even closer, sometimes with a touch of envy, but more often with admiration and an urge to become involved.

The word "inspiring" can distance us from others; however, when it is coupled with caring, nurturing, and support, it can make many dreams of others come true.

Yes, we expect our leaders to be bigger than life and this can be achieved by a wise leader who can observe a group, determine what it needs, and either answer that need or identify another who can.

Students and staff alike have offered their testimonials for tonight's recipient. Paraphrasing their comments: a student governing board member proclaims she has managed to build an incredibly strong, supportive, stable, and competent team. Creating, maintaining, and nurturing an effective team is probably her greatest strength. She is an inspirational leader and a warm and generous friend. A staff member indicates our honoree's professionalism, commitment, and enthusiasm are infectious....A magnet for many students and staff....One of the most creative persons I have ever met. There is an endless supply of ideas and suggestions. Sometimes we wish she would keep them to herself. No, she is a tremendous role model for me and all the staff. Professional colleagues have stated she is a hard worker and a perfectionist, yet one of her major strengths is the ability to delegate and to persuade colleagues to actively participate. She has shown us how to see when we thought our eyes were open, to hear when we thought we were listening, to learn even when it was painful for her. She can be as sharp as a razor or as soft as the sweaters she knits.

Tonight's recipient can be a model for those who are entering the field and choose to take risks and dedicate themselves to continued growth. In 1973, she entered a world of strangers at a regional conference and quickly found herself in a world of supportive colleagues. Next, she flew to Toronto where these colleagues also became supportive friends. With this encouragement, a history of involvement, growth, and leadership in the Association began.

On both regional and international levels, she is known for her dynamic sessions and inspiring keynotes. As an expert trainer, she has presented workshops throughout the nation. Serving on two conference program committees and hosting one regional conference prepared her for chairing an outstanding annual conference that exemplified and incorporated the best of the personal lyrics from the "Cheers" theme song. Her contributions as a member of the Commission on Educational Programs and Services were numerous and as chair she strengthened the foundation and focused the limelight on the Committee on Minority Programs. This year she will be ending her three-year tenure on the Executive Committee where she has had the courage to help us confront our problems of sensitivities and injustices while always promoting the positive opportunities the Association provides. She is unique and sets new standards for our leaders.

Growth has not been limited to professional involvement alone. She has developed a taste for escargot, danced the Cotton Eyed Joe while holding a long-neck Lone Star beer in Texas, and acquired a sixth sense to locate the nearest shopping mall in any city named as a conference site. She has touched us with her musical talent as she played the piano brilliantly and has challenged us with the words of her songs.

In addition to association and institutional involvement, she has extended herself beyond the academic community where she is active in her church, is a member of the State Board of the YMCA, serves as a mentor for FOCUS, works with a committee to unite black and jewish relations in the community, and chairs the State Board of Mental Health for Retardation and Substance Abuse.

I would be remiss if I did not stress the importance of her family support. We are fortunate to have the richness of her mother's wisdom coupled with the breadth of her daughters' pride. This close and caring family has provided a model to allow us to work at becoming a family of caring professionals.

Our honoree tonight is truly a woman of the new age, a rare combination of toughness and compassion, intellect and finality hard-work ethics and artistic talents, a person who can stimulate each of us to think and dream.

It is with personal gratitude and great pride I present the 1991 recipient of the Butts-Whiting Award, from the University of Virginia, GREER DAWSON WILSON.

Presidential service award

President Shindell made the following presentation:

In 1964, the Golden Anniversary Conference of our Association was held on the campus of Indiana University. It was at this particular conference the word "international" was added to the Association of College Unions. Today, 27 years later, it is interesting to note someone from Indiana University would be presenting a Presidential Service Award to an individual who has probably done more to truly promote the international focus of our Association than any other member.

Most of us in this room will remember Michael Freeman as the voice of the Resolutions Committee who always seemed to capture the essence of conferences through the creative and insightful Resolutions Committee reports. Most of us will remember his distinctive voice and wonderful accent as we wished we could somehow sound just like him.

Although we appreciate and applaud his past service as our resolutions chair, the Michael Freeman we honor tonight is an individual who has given 20 years of service to this profession and is the one person who is generally recognized as one of the principal, if not *the* principal leader of the college union movement throughout Great Britain. As many have stated, Michael truly put the "I in ACU-I." Michael was one who shared responsibility for selling and finally co-hosting the famous joint Region 1 conference that was held in London in the summer of 1986. He has supervised job exchanges, he has co-edited newsletters, and just this past year, he served as the program chair for the planned 1991 Region 1 conference to be held in Cardiff, Wales.

Michael Freeman understands the college union idea, and more importantly, he embodies it in his everyday life. A respected professional colleague and mentor to students and emerging professionals, Michael has inspired and directed many toward the Association of College Unions-International. He has been a moving force in the development of the Students Union Senior Officers Conference (SUSOC) in the United Kingdom.

He has been described as the godfather of the ACU-I in the United Kingdom, as an evangelist for internationalism, as a mentor, as a role model, as a friend, and the list could go on.

He is leaving his position as the union administrator at the University College London Students' Union to serve as the director of the alumni organization for the same institution.

Michael, your presence and contributions will be missed on both sides of the Atlantic. It is my pleasure to ask you to come forward at this time to receive this special Presidential Service Award.

Resolutions

Patrick Bailey of West Virginia State College donned cap and gown and walked solemnly to the microphone as Resolutions Committee members played the kazoo rendition of "Pomp and Circumstance." Bailey's comments follow:

President Shindell, members of the Board of Trustees and Faculty, distinguished guests, friends, and fellow students: It is with great pride I share the spirit, in this my valedictory address. When we entered the University of the College Union several days ago, bewitched, bothered, and bewildered, we arrived amid turbulent skies from the 50 states, the District of Columbia, and six other countries.

Our matriculation at this institution began as at any other: standing in long lines to obtain dorm assignments, standing to register, and to pay our fees.

Adam's Mark Hall fostered a meaningful living-learning environment. Being returning students, we enjoyed the fellowship of AJ's pub and experienced the value of the karaoke art form of sharing heritage and culture. And we learned the need for discipline when one of our own was sanctioned for dancing on the railing. We were also blessed with a physical education center where saunas and jacuzzis contributed greatly to our physical and emotional well-being. We learned the meaning of "you can't get there from here" as we attempted to pursue social interaction via several elevators and interminable hallways.

Orientation highlighted each student's favorite position, whether a moaner, screamer, or a whiner, and what they would do if they won the lottery.

The Career Planning and Placement Center this year had over 70 candidates with over 60 positions. The candidates and employers are now fully prepared for career realities of cramped space, no privacy, and constant interruption.

The academic component of the university was top-notch despite rescheduled, changed, and skipped classes. We found it difficult to declare a major from among Union Operations, Recreation, Union Management, Programming, Multicultural...Multiethnic Issues, Leadership Development, Issues, and Professional Development. Minors in Cultural Pluralism, Activism on Campus, Ethics, and Values, and Quality Service rounded out our education.

We will never forget the co-curricular activities we experienced: the long bus ride to our Welcome Freshmen Dance at the Old Post Office, the Australian Waltz...better known as the dancing matilda, and the Howdy Dance. We shared magic with Aladdin's and shared the thrill of victory with Region 10, and the agony of defeat with the Executive Committee.

We benefited from several visiting professors. Nelvia Brady taught us the importance of the attendance policy.

The University Union itself expanded this year to include more off-campus vendors, offering great prizes including Spring Break flights. The director and staff are hereby acknowledged as staff members of the year. Our students who volunteered community service at the Hope Center shall graduate Magna Cum Laude.

Our travel programs included tours of colleges, dinner at Giovanni's, and quick trips to the St. Louis Center, Laclede's Landing, Union Station, the Golden Arches on riverboats and Arch rides among others.

This evening's homecoming celebrations enabled community building among freshmen, upperclassmen, and alumni. In light of excessive handshaking, hobnobbing, flesh pressing, and smiling, the following names are entered as candidates for 1991 Homecoming Queen of the College Union: Marsha Herman-Betzen, Nancy Davis, Kaye Cross, Colette Berge, Debra Hammond, Martha Blood, Liz Shindell, Terri Delahunty, Greer Wilson, Laure Morris, and Meg O'Sullivan.

And as we find ourselves at the end of the term, we thank the administration. Executive Director Blackburn and his staff have done a wonderful job and honorary degrees are hereby awarded to Dean Neville and his staff who have labored to ensure our total educational experience was worth every penny.

Speaking of pennies, we are aware of, and feel the financial crunch. Enrollment is down. Most notably absent is President Emeritus C. Shaw Smith. We all had to apply for financial aid to afford lunch, a soda from a machine, or parking permits.

As we leave these hallowed halls of the University of the College Union, and transfer to Atlanta, with our bladder pants, we once again enter the world of work. We go forth fortified with the knowledge, shared by Ernest Boyer in his commencement address, that we are, indeed, the heartbeat of the campus community. We leave with this motto: Life is filled with opportunity and pitfalls—-the object is to seize those opportunities, avoid the pitfalls, and to be home by five o'clock.

Thank you.

Presidential address

Winston Shindell passed the gavel to J. William Johnston of Southern Methodist University, who delivered the following address:

I would like to begin my remarks this evening by harkening back to my first year in the college union profession. No, Warren G. Harding was not president, but rather Lyndon Johnson was attempting to find some balance with his "guns and butter" philosophy—to address this nation's social ills while fighting an increasingly unpopular war in Indochina. In my second month on the job, I found my way to a Region 3 fall conference where I had the chance to learn from Max Andrews, Jack Sturgell, Hans Hopf, Jane Shipton, and others who taught me there was no higher calling than to be an educator outside of the classroom. By more good fortune, I ended up in Chicago as much of the south side of that city was in flames as a response to the mindless murder of Black Amercia's voice of reason and change, Martin Luther King Jr. It was here, at my first annual conference, I would encounter the likes of Butts, Whiting, Berry, Bell, Siggelkow, Perry, and others—a list whose efforts helped shape much of what ACU-I would become. In June of that same year, fate—and a boss who as a one-time director of Houston Hall at the University of Pennsylvania understood the benefits to accrue to this naive, young staff member—sent me to the University of Minnesota for a professional development workshop that was to be the forerunner of IPDS. Gathered amongst a group of eager learners, I worked with 40 or so folks who would ultimately lend their efforts as presidents, regional representatives, and other key ACU-I leaders in the years to come.

I can share with you with utmost sincerity that somewhere between that emotion packed Chicago conference and the warmth of the Minnesota workshop, I pledged to serve this Association in whatever capacities were to be requested of me because the experience I gleaned in nine short months had given me a special sense of purpose and tradition...had made it what Robert Bellah calls a habit of the heart...a debt that required repayment.

My point is hopefully not the reminiscences of a graying old guard, but rather to reflect on the importance of such early experiences and the generous sharing of established professionals to eliciting a lifelong commitment to the college union ideal. I can no more separate ACU-I from my day-to-day work than I can separate who I am from the experiences I have had. If *all* new professionals could share similar experiences, our retention rate would be the highest possible, and the standards in our profession would be among the loftiest. We simply must find ways to provide similar experiences for new professionals...we must become those mentors; in effect, we must shorten the learning curve to become knowledgeable, productive professionals.

The American Heritage Dictionary defines a profession as "a body of qualified persons of one specific occupation or field" and professional as "one who has an assured competence in a particular field or occupation." Another source describes leadership as "the ability to infuse value into an organization." It is these two concepts that will serve as the basis for my comments tonight. The terms "qualified," "assured competence," and "infuse value" are not limited to college union/student activity professionals but are those distinctions that separate a professionals but are those distinctions that separate a professional from a mere manager or administrator. ACU-I has, for the past 77 years, *been* a standard bearer for the education and development of qualified, competent leaders whose daily efforts *can* infuse value and add vitality to the out-of-class life on our campuses. I say *can*, for it is my belief those charged with this sacred trust—of helping to shape minds, enrich lives, and train future leaders for our communities and our world—in *some* cases take this challenge lightly and fall short of our role as professional educators.

Several standards of professionalism have emerged over the years that must be a part of a successful college union. Much the same way a surgical procedure or legal principle is applied consistently from locale to locale because it is inherent to the practice of medicine or law, there are some fundamental precepts that characterize college union/student activity work, which, if followed, transform a field of employment into a profession.

These maxims symbolize what our work has come to represent to the campuses and the students we serve. All *true* professions are given authority over their own affairs because of the existence of standards such as these. They are chronicled by our colleague Shirley Plakidas in *Standards For Professional Staff Preparation* and documented again in such works as the CAS Standards. All professions are given such a full measure of latitude because they ascribe to a code of ethics that governs their behavior and conduct. ACU-I's Code of Ethics exists to foster high standards of performance, service and professionalism among its members.

One final criteria, a profession is granted public trust and great latitude to practice its craft based upon its ability to monitor and certify the consistent high standards of its colleagues. Enter ACU-I and its many volunteers and staff whose combined efforts provide opportunities for its member professionals and member unions to achieve the high standards that justify this public confidence. My friends, for me this is the crux of what we are about. If we are *indeed* educators, if we are *indeed* proficient managers, if we *indeed* subscribe to the precepts we hold before us and as represented in our Role Statement, we must accept these as the icons of our daily work and view lesser efforts from ourselves as well as our colleagues as an affront to our profession that serves to erode public confidence in our chosen work. Ours is a noble undertaking that has withstood the challenges of nearly two centuries of evolution. For many of us this is what we *choose* to do, not merely a means to provide sustenance as we pass through on our way to a perceived *higher* calling. It is our professional organization, likewise, which must oversee qualifications, and assure competencies and infuse value throughout its many programs and services.

In my travels during the past year as president-elect, I gained a new measure of respect for the daily work you do on your campuses, as well as in your volunteer capacities in support of ACU-I. To those among us who may be skeptical of the future, may I offer my reassurance that the young professionals who are ACU-I's future and the student leaders who are the world's future are bright, caring, and concerned persons.

In my work with Task Force 2000, I became cognizant of what would appear to be the context of our work in the next decade and the fact we must prepare our students for the challenges that lie ahead. The patchwork quilt of diversity we hear about was alive and well in Central Texas and New Jersey. I had the pleasure to observe the fine work of colleagues on our two-year college campuses—which serve to lead the way for many of us who seek to find a means to truly involve and enfranchise the students who are no longer non-traditional but rather are fast becoming the norm. It is the two-year college that has for years accepted students wherever they are developmentally rather than bemoan their lack of preparation.

I visited with students who face a future that, some predict, will not allow them to enjoy a quality of life available to their parents. Yet the students *I* met were enthusiastic, optimistic, and had not lost any of their youthful idealism. Certainly the future is in good hands if it is these persons who are in charge. I watched persons struggling with their beliefs and feelings, as sessions dealing with prejudice and intolerance generated raw emotional self-examination. I was moved by the exasperation experienced by a white, non-traditional student (perhaps 26 or 27) when she confessed to a young African-American male that "what she really feared was yielding power to persons of color who, because of past injustices, would use it against her." I was encouraged to observe that the audience for a campfire presentation by an American Indian storyteller was packed for an hour and a half while the attendance at a nearby rock-video dance was nonexistent during the same time.

And finally, I shared some personal exasperation at the ACU-I sponsored Think Tank on community held at Northwestern University in the fall...that we were faced with the prospects of demonstrating and documenting how the union and student activities contributed to campus community building when to me it is so obvious...exasperated to realize we had lost ground in our ability to communicate to the campus—to articulate in educational terms—what it is we do and why we do it—exasperated by the apparent absence of the above-noted fundamentals from some of our campuses...struck by the need to get back to the basics with graduate students and young professionals in order that those elements of the union experience that foster a sense of community be reasserted and re*in*serted into the union experience.

Perhaps our fascination with, as we Texans say, the "bidness" aspects of our unions has caused us to lose sight of the need for teaching and preaching the union gospel to anyone within earshot...our evangelical zeal has been replaced by the objectivity required in an era of documentation and strategic planning...perhaps what is needed is a good old-fashioned revival of the spirit that got us through the difficult periods in the late '60s. We must move beyond reasoning to a level of feeling. All in all, it would be my assessment as I enter my year as your president, that we have lost none of the building blocks that constitute our foundation, but rather like many of our unions that face remodeling and renovation, we must mix up a fresh batch of mortar and set about the task of sprucing up our professional home.

I am the first to admit the task will not be easy, for having just come off a three-year experience that pointed out just how many difficult times lie ahead in higher education, the options are mind-boggling. But even though, as a recent *Change Magazine* article points out, "We do not know how that colloquy will turn out, we know only we must begin, without apology, without building arks, and with a commitment to stay the course"...in contemporary terms... "just do it," and now!

I'm thrilled our colleague Ernie Boyer left St. Louis with a newfound knowledge of what we have known for decades about the union's role as community center. Why the urgency? The Worldwatch Institute's annual state of the world report for 1990 notes our vision of the future looks to the year 2030, for if the world is to *achieve* substainability, it must do so in the next 40 years.

A complete rehashing of the environmental degradation facing our world is not necessary... The sheer fact that tens of thousands of the earth's plant and animal species have disappeared forever foretells of a future without intervention.

The union's role as environmental activist is clear or else all other quality of life goals for which we strive are meaningless. Likewise, from a social perspective, there is little reason to reiterate current woes in a world where a human life is valued so little as to be snuffed out over a $2 robbery; where 28 murders occurred in a single weekend in my home, Dallas, Texas, U.S.A.; where black on black violences is the leading cause of death in many of our cities; or where everyday 40 teenage girls give birth to their third child who, because of their young age, drug use, and poor prenatal care, give birth to infants of low birth weight...meaning that about 700,000 babies of the annual cohort of 3.3 million births are almost assured of being educationally retarded or difficult to teach. While the examples I have given are based in the U.S., each among us could cite similar crises from throughout the world! The union's role in all settings as social activist is clear... We must provide volunteer opportunities and other sensitizing experiences in order to turn out student leaders who will turn their attention to solving these problems rather than going to work as investment bankers or going to law school.

The crisis in leadership in America is reflected in recent events ranging from the S & L bail-out to our own colleges and universities demonstrating imprudent (if not dishonest) practices relative to the conducting of their affairs. We idolize Donald Trump and corporate raiders while failing to even recognize the efforts of urban pioneers who work in the life and death world of our cities each and every day. The union's role as political activist in providing leaders of compassion and selflessness is clear... We must be the provider of value-based education if it is not to be offered elsewhere on our campuses. Accordingly, your Executive Committee, at the preconference meeting, authorized the establishment of two new interest networks—community service and environmental awareness—to evaluate ACU-I's future roles in these areas.

I have shared six specific preliminary goals with the leadership team for their review, analysis, and feedback prior to the summer leadership meeting. These include:

- Goal #1. As a professional association, ACU-I should seek to establish standards of performance for individual professional members, as well as operational standards for its member unions in an effort to affect consistency throughout the college union/student activity profession.
- Goal #2. ACU-I has a long standing expressed concern for the creation of a pluralistic, multicultural environment within the profession and on its member campuses, free from disabling prejudices. The changing campus environment requires a translation of this broadly stated support into specific strategies for success.
- Goal #3. The role of the student union governance and in association-wide decision making is as old as the organization itself. There must be a concerted effort made to restore the legitimate role of students in regional governance, in the regional educational program and as agents of self-determination on our campuses.
- Goal #4. The strength of programs and services at the regional level must be increased, as well as the overall quality of the educational programs within individual unions. As financial cutbacks continue, the regional program may become the only professional development experience available to many of our colleagues.
- Goal #5. The Association must continue to provide educational opportunities that allow professionals to remain productive and competitive in the changing marketplace, as well as providing the impetus for the revamping of professional preparation programs to reflect an increasingly diverse clientele.
- Goal #6. The performing and visual arts programs within member unions must be strengthened if several generations of artistically illiterate students are to be avoided.

We are engaged in a noble profession, perhaps with a little less opportunity for frivolity than in years past, because of a greater sense of urgency to respond to environmental, economic, and social concerns. The one element the union brings to the table, which humanizes and softens this urgency, however, is the sense of community that demonstrates we are all in this together. The union has continued as that unifying force through wars, economic crisis, tumultuous growth, protests, and ultimate downsizing because it offers all members of the campus the opportunity to meet on common ground. Nothing captures and describes this common ground better than the following passage. While its 1919 date forewarns of gender bias, its message is timeless. It is one of the habits of my heart:

> *The prayer of the founders is that Hart House, under the guidance of its warden, may serve in the generations to come the highest interests of this university by drawing into a common fellowship the members of the several colleges and faculties, and by gathering into a true society the teacher and the student, the graduate and the undergraduate; further, that the members of Hart House may discover within its walls the true education that is to be found in good fellowship, in friendly disputation and debate, in the conversation of wise and earnest men, in music, pictures and the play, in the casual book, in sports and games, and the mastery of the body; and lastly, that just as in the days of war this house was devoted to the training of arms of the young soldier, so, in the time of peace its halls may be dedicated to the task of arming youth with strength and suppleness of limb, with clarity of mind and depth of understanding, and with a spirit of true religion and high endeavor.*

One final observation, we are colleagues, volunteers, committed people who need each other to confirm our professional worth. Let us pledge to one another truthfulness, honesty, and a commitment to care for each other.

My colleagues, I thank you for the opportunity to serve as your president; together we can build on this noble experiment that began nearly two centuries ago. Thank you.

Until we reassemble on April 12-15, 1992, at the Atlanta Hilton in Atlanta, Ga., I declare this 71st conference of the Association of College Unions-International officially adjourned. Good evening.